

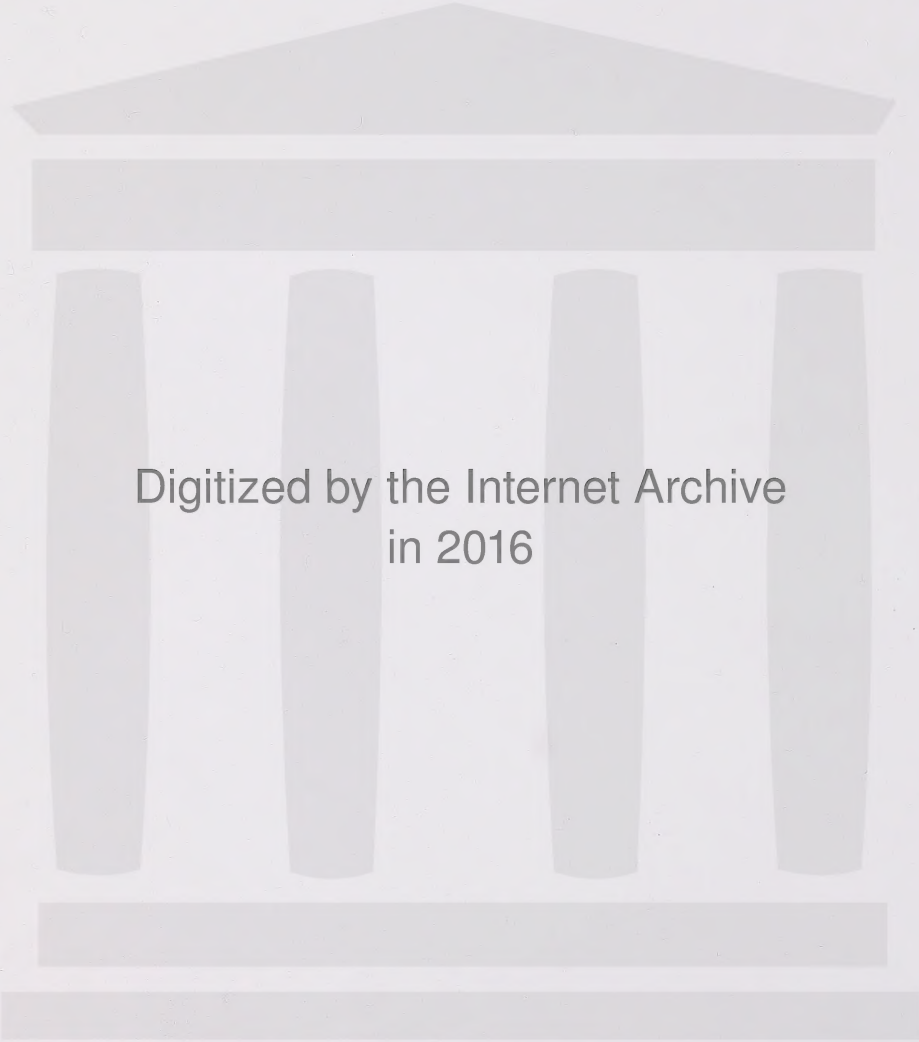
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GRADE 4

SOCIAL STUDIES



A CLASSROOM
ASSESSMENT
MATERIALS



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GRADE 4

SOCIAL STUDIES

A large, stylized, light gray letter 'A' is positioned to the left of the 'CLASSROOM ASSESSMENT MATERIALS' text. It has a thick, hand-drawn appearance with a slight shadow.

CLASSROOM
ASSESSMENT
MATERIALS

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The Classroom Assessment Materials

Background

The Classroom Assessment Materials Project (CAMP) was launched in 1994 in response to Alberta Education's goal of establishing and effectively communicating clear learning outcomes and high standards for each area of learning. As well, the project is a response to teachers' ongoing requests for high-quality assessment materials to use in their classrooms. CAMP also addresses the need for a common understanding of provincial standards that is frequently expressed by parents, teachers, school administrators, and other public spokespeople.

Although Alberta teachers and Alberta Education developed the Classroom Assessment Materials for teachers to use in Alberta's schools, educators from other provinces and countries have indicated that these materials have considerable potential for their jurisdictions.

Development

Alberta Education staff have worked closely with teachers from all over Alberta to design and develop the Classroom Assessment materials. A project advisory committee with representation from key education organizations, including the Alberta Teachers' Association, provided essential advice and direction for the overall shape and philosophy of the project. Teachers have contributed in numerous and invaluable ways. They have:

- selected resource material and data bases
- developed questions and activities
- validated materials
- offered their time and classrooms for field testing and pilot testing
- provided advice about administration and manageability
- served on revision committees
- provided advice regarding the articulation of expectations from grade to grade/course to course and across subjects
- written and revised scoring criteria
- selected examples of students' work and written commentaries about them
- confirmed that the standards represented and expressed in the final materials are appropriately demanding, faithful to *Program of Studies* expectations, and clearly expressed or illustrated.

Without the dedication and professionalism of Alberta teachers, this project would not have happened.

Purpose of the Classroom Assessment Materials

The Classroom Assessment Materials are summative assessment packages. They are designed to be used by classroom teachers to assess students' achievement of the learning outcomes specified in the *Program of Studies* relative to clearly stated standards.

The assessment activities in the CAMP materials are designed to be administrated in a classroom setting at times that suit the needs of the teacher and her or his students. The materials are not suitable for any other assessment purpose (e.g., diagnostic assessment, pre-instruction assessment, evaluation of instructional practice, system-wide assessment, program evaluation, teacher evaluation), and therefore they may not be used for any purpose imposed by any authority external to the classroom.

Contents of Each Set of Classroom Assessment Materials

Each set of Classroom Materials contains three “documents”:

- a *Teacher Manual* with complete information about the assessment activities, their relation to the *Program of Studies*, the weighting of assessment components, statements of standards, and administration instructions including scoring criteria and details for calculating students’ marks
- complete *Student Materials*—all of the information, tests, and booklets that students will need for each component
- *Examples of Students’ Responses* that show actual student work in relationship to the scoring criteria, along with explanatory commentary

For each grade, subject, and/or course, there are several assessment components that work together to provide teachers and parents with a broadly based portrait of a student’s achievement of the expectations for students learning at the end of that grade/course.

Each set of assessment materials includes a variety of activities—selected-response questions, short written-answer questions, extended writing activities, performance tasks such as lab experiments, problem-solving activities, and oral presentations. All activities are designed to interest students and to be of direct and practical use for teachers. All are directly related to learning outcomes from the *Program of Studies*.

Effective Use of the Classroom Assessment Materials

Teachers may use the Classroom Assessment Materials whenever they want to find out about a student’s performance in relation to set standards for the end of that grade/subject/course. The materials were developed with the following questions in mind:

- What knowledge, skills, and attitudes should a student have firmly in place before he or she moves to the next grade or course?
- How well should students completing the learning outcomes for a particular grade/subject/course do what is expected of them?
- What does acceptable work for a grade/subject/course look like?
- What does excellent work for a grade/subject/course look like?

Teachers may administer the components in whatever order suits their classroom assessment needs; however, the components are designed to be used together. Only the complete set of assessment activities will provide a portrait of how well a student has met the standards for that grade/subject/course. Teachers may photocopy the materials as their needs require.

Acknowledgements

This project has come to be because of the remarkable cooperation of school jurisdictions, hundreds of teachers and principals, and thousands of students. From everyone on the project teams—thank you.

The project teams also wish to thank the following organizations without whose consultation and advice the project would not have progressed:

Alberta Teachers' Association
 Alberta School Boards' Association
 College of Alberta School Superintendents
 Alberta Assessment Consortium
 Universities Coordinating Council
 Association canadienne-française de l'Alberta
 Public Colleges and Technical Institutes of Alberta

The Alberta Education CAMP team members from the *Curriculum Standards Branch*, *Alberta Distance Learning Centre*, *Language Services Branch*, and the *Student Evaluation Branch*.

CAMP Project Leaders

Frank Horvath and Elana Scraba

CAMP Subject Coordinators

| | |
|------------------------------|--|
| English Language Arts | Elana Scraba |
| Mathematics | Hugh Sanders |
| Science | Greg Hall, Greg Thomas, Bernie Galbraith |
| Social Studies | Doug Burns |

Appendix B: The Classroom Environment Inventory

This inventory was developed by the author to assess the classroom environment. It consists of 40 items, each rated on a 5-point scale from 1 (Never) to 5 (Always). The total score ranges from 40 to 200.

1. The teacher provides a variety of learning experiences.
2. The teacher encourages students to express their opinions.
3. The teacher uses a variety of instructional materials.
4. The teacher provides a safe and secure learning environment.
5. The teacher encourages students to work together.
6. The teacher provides a variety of assessment methods.
7. The teacher encourages students to take responsibility for their learning.
8. The teacher provides a variety of learning resources.
9. The teacher encourages students to ask questions.
10. The teacher provides a variety of learning activities.

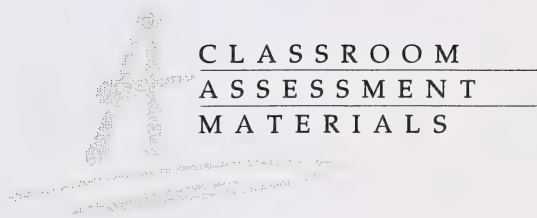
The Classroom Environment Inventory is a self-report measure that assesses the classroom environment. It consists of 40 items, each rated on a 5-point scale from 1 (Never) to 5 (Always). The total score ranges from 40 to 200.



GRADE 4

SOCIAL STUDIES

TEACHER MANUAL





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The Grade 4 Social Studies Classroom Assessment

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In addition to this *Teacher Manual*, The Grade 4 Social Studies Classroom Assessment Materials include a complete set of *Student Materials* and *Examples of Students' Responses*.



The Grade 4 Social Studies Classroom Assessment

- ***Overview of the Assessment***
- ***Components of the Assessment***
- ***General Learning Outcomes***
- ***Blueprint of the Assessment***
- ***Description of Standards***



Overview of the Assessment

| Type of Assessment | Question/ Activity | Student Booklet Page(s) | Group / Individual | Time | Weight |
|--|----------------------------|-------------------------------|-----------------------|------------------|---------------|
| Session I—40 minutes | | | | | 30% |
| Selected-Response & Written-Response Exam | | | | | |
| | 20 questions WR 1, 2, 3 | 1–11 | Individual | 25 min | |
| | Written Response 4 | 12–13 | Individual | 15 min | |
| Session II—45 minutes | | | | | 70% |
| Performance Assessment | | | | | |
| Part A | Activity 1 | 2–3 | Individual | 15 min | |
| Alberta’s Land and Resources | Activity 2 | 4–5 | Individual | 10 min | |
| | Activity 3 | 6–7 | Individual | 20 min | |
| Session III—50 minutes | | | | | |
| Part B Alberta’s People and Resources – Past and Present | Group Activity | 8 | Group | 30 min | |
| | Activity 1 | 9 | Individual | 20 min | |
| Session IV—40 minutes | | | | | |
| Part C Alberta and Quebec | Activity 1 | 10–11 | Individual | 10 min | |
| | Activity 2 | 12 | Individual | 10 min | |
| | Activity 3 | 13 | Individual | 20 min | |
| | | | | Total 175 min | Total 100% |

This overview presents a suggested schedule for administration and shows the time required for students to complete each part of the assessment. Students should be allowed extra time, as necessary. Additional time will be needed at the beginning of the activities for explanation and direction.

Components of the Assessment

Along with this Teacher Manual for Grade 4 Social Studies, the assessment package consists of:

- Student Booklet: Selected-Response & Written-Response Exam
 - This booklet contains 20 selected-response and 4 written-response questions.
- Student Booklet: Performance Assessment
 - This booklet contains assessment tasks divided into three parts.
- Resource Booklet: Performance Assessment
 - This booklet is used during Part B of the performance assessment.
- Examples of Students' Responses
 - These examples assist in scoring the assessment by presenting typical work to illustrate the scoring criteria.

General Learning Outcomes

The following statements of general learning outcomes summarize the knowledge, skills, and attitude objectives from the Program of Studies for Grade 4 Social Studies. They describe the important learnings expected of students upon completion of the grade. These outcomes were used to assist in the development of the assessment materials included in this package.

Upon completion of Grade 4 Social Studies, students will be able to:

- Recognize problems to be investigated
- Recognize the steps of problem solving and decision making
- Describe how the availability and use of natural resources affects people and their environment and recognize the importance of conservation to Alberta's future
- Illustrate the lifestyles and contributions of individuals and groups to Alberta and show how people and events in the history of Alberta have affected each other
- Illustrate the contributions made by Albertans and Quebecois to the Canadian way of life and compare the similarities and differences in their lifestyles
- Demonstrate awareness that history and geography affect people's lifestyles
- Recognize that Canada is a bilingual and multicultural country
- Recognize that there is an order of events and experiences in the history of Alberta
- Use aerial photographs, maps of different scales and themes, with legends and symbols, to locate places, make comparisons on scale, distance and direction, identify geographical regions and features, extract relevant information and make an outline map of Alberta, with symbols and legend
- Demonstrate respect for others by contributing to various functions of group work and accepting different roles
- Plan, carry out and evaluate an action that demonstrates appreciation for conservation and sensitivity to other people
- Demonstrate positive attitudes about learning
- Demonstrate positive attitudes towards other individuals, groups, and cultures



Grade 4 Social Studies

Blueprint of the Assessment

The blueprint below shows the distribution of questions and activities according to topic, knowledge, and skills.

1,2,3 – Selected-Response

WR1, WR2 – Written-Response

A1, B2 – Performance Assessment

Question Distribution By Topic And Concept

| Question Distribution By Topic And Concept | | | | | | | | | |
|--|---|---|--------------|--|---|--------------|--|-----------|---------------|
| Knowledge/ Skills | Topic A: Alberta: Its Geography and People | | | Topic B: Alberta: Its People in History | | | Topic C: Alberta: A Comparative Study With Quebec | | |
| | Environment | Natural Resources, Renewable Resources, Non-Renewable Resources | Conservation | Lifestyle History | *Immigration *Depression *Settlement (*as applicable to topics chosen for an in-depth study) | Contribution | Geography Lifestyle | Bilingual | Contributions |
| Knowledge | 6, A2-1 | 3,4 A2-2 | 5 | 10, 11, 13 | WR4 | 12 | WR3 C1, C2, C3 | WR3 | WR3 |
| | A2-1 | A2-2, A3 | | 9, 14 WR1, WR2 B1 | | | 19 WR3 C1, C2 | WR3 | WR3 |
| Geography/ Mapping | 1,2 A1 | | | | | | 15, 16, 17 | | |
| Skills | 8, A3 | A3 | 7 | B1 | WR4 | | 18, 20 C3 | | |
| | | | | B1 | WR4 | | C3 | | |
| | Communication | | | | | | | | |
| Participation* | | | | | | | | | |

* Not included in mark assignments. A Group Participation Record Form is included on page 35 for optional use.

Description of Standards

The following statements describe what is expected of students who are meeting the *acceptable standard* or the *standard of excellence* on independent work at the end of Grade 4 Social Studies. The statements represent the standards against which student achievement can be measured.

Acceptable Standard

Students who meet the *acceptable standard* in Grade 4 Social Studies demonstrate a basic understanding of the generalizations, concepts and related facts, and skills that are fundamental to the program.

Students who meet the *acceptable standard* know about the geography of Alberta, its regions, and natural resources. They understand the interrelationships between people and their environment and recognize the importance of conservation to Alberta's future. They can give examples of the use of natural resources and ways in which the use of natural resources affects people and the environment.

Students who meet the *acceptable standard* know about the settlement of Alberta and the contributions of people to its history and development. They understand that people and events in the history of Alberta have affected each other. They describe the way of life of Native peoples before European influence and give examples of the lifestyles of different groups of people in the history of Alberta.

Students who meet the *acceptable standard* have a basic understanding of the similarities and differences between Alberta and Quebec and describe the contributions made by Albertans and Quebecois to the Canadian way of life. They compare the two provinces, using examples such as geography, resources, occupations, languages, leisure activities, and customs, and describe ways people maintain distinct lifestyles. They develop awareness of Canada as a bilingual country.

These students independently understand, organize, analyze, synthesize, and apply Social Studies-related ideas and concepts in simple and familiar situations. They apply their knowledge of basic concepts, such as environment, natural resources, renewable resources, non-renewable resources, conservation, lifestyle, history, immigration, depression, settlement, contribution, geography, and being bilingual.

Students who meet the *acceptable standard* locate, organize and interpret information from a variety of sources. They identify the relationship between people and events in Alberta's history and make comparisons between people's lifestyles. Students read and interpret aerial photographs and maps of different scales and themes. They record information on graphs and charts, role play and present information orally and in written form.

Students use high-level thinking skills in familiar contexts. They compare and contrast points of view and draw conclusions about the use of natural resources. They compare and contrast changes faced by different groups and identify how events in Alberta's history affected people's lifestyles. They draw conclusions about similarities and differences in the lifestyles of people in Alberta and Quebec.

Students who meet the *acceptable standard* demonstrate respect for others by contributing to various functions of group work and accepting different roles.

Standard of Excellence

Students at the *standard of excellence* meet all of the expectations for the *acceptable standard*.

Students who meet the *standard of excellence* in Grade 4 Social Studies have internalized most, if not all, of the generalizations and concepts fundamental to Social Studies. They are confident learners who demonstrate a clear and accurate understanding of the interaction of people and their environment, how people and events have affected each other in Alberta's history and that people in different provinces live in similar and different ways. They transfer their knowledge and understanding to unfamiliar situations.

Students who meet the *standard of excellence* deal with complex details and ideas. They organize and interpret a wide variety of information and abstract material to a limited degree. They apply high-level thinking skills to unfamiliar contexts.

Standards for Overall Performance on the Assessment

Assessment standards for the overall performance of a student on the whole package are as follows:

| Not Yet at Acceptable Standard (NS) | Acceptable Standard(AS) | Standard of Excellence (EX) |
|-------------------------------------|-------------------------|-----------------------------|
| 0–49% | 50–79% | 80–100% |

Standards for the assessment were established and validated using the scoring criteria outlined for each task. If the tasks are scored using different criteria or used for purposes other than assessing achievement at the end of Grade 4 Social Studies, these standards may not be appropriate.

Professional judgment should be used in making adjustments to administration procedures so that special needs students are able to demonstrate their best work.

The standards for performance on the assessment apply to all students.

Administering and Scoring the Assessment Components

- ***General Instructions***
- ***Selected-Response &
Written-Response Exam***
- ***Performance Assessment***

General Instructions

Teacher Preparation

Become familiar with all the components of the assessment. They are listed on page 3 of this manual. It is important to gain a clear understanding of the various assessment activities in which your students will be participating, and your essential role in enabling students to complete tasks to the best of their ability.

Most students should be able to work on their own through the individual activities, once initial instructions have been given. Answer students' questions only as necessary to clarify instructions and procedures. Special needs students should participate with all the accommodations and supports they normally receive. Ensure that assistance is available as necessary, for those students who need help with reading or writing the assessment.

The Overview of the Assessment on page 3 recommends how long each part of the assessment should take, and provides a suggested schedule for administration. Allocate class time that will allow each session to be completed without interruption. If preferred, the performance assessment may be administered before the selected-response & written-response exam.

Do not administer the entire package in one day. Plan to complete it within a week, so that continuity can be maintained, and students can keep focused and interested in the activities.

In Part B of the performance assessment, the students will be working in groups of 3 or 4. Choose groups to ensure that all student have the maximum opportunity to do their best. Record student names on the Group Participation Record Form on page 35.

Preparing Students

Inform the students that this assessment addresses all three Social Studies topics for Grade 4 and that it includes a Selected-Response & Written-Response Exam and a Performance Assessment. Explain the administration schedule. Tell students how much time they will have to complete each activity. Ensure that students have quiet activities to do if they finish any parts of the assessment early.

It is recommended that the scoring criteria for the following activities be discussed with students, so they understand how their work will be marked:

- Selected Response & Written Response Exam
 - WR4: People in Alberta's History: A Case Study
- Performance Assessment:
 - Part A, Activity 3: The Pulp and Paper Mill
 - Part B, Activity 1: The Changing Use of Land
 - Part C, Activity 3: Comparing Alberta and Quebec

Post the scoring criteria where they are visible to all students.

Scoring the Assessment

Students' marks for each part of the assessment should be recorded on the Student Mark Calculation/Class Record Form on page 38. Read a broad selection of student work before scoring to appreciate the range and variety of responses and align them with the descriptors in the scoring criteria.

Answer keys are used for questions for which there is only one correct answer. Scoring criteria are used for tasks that allow for a range of responses. Use the answer keys and scoring criteria, rather than your own scoring practices, to award student marks.

Some activities in this assessment are weighted. Therefore two scoring units are used – **marks** and *points*:

- **Marks** are final scores that are transferred to the Student Mark Calculation/Class Record Form on page 38.
- *Points* are used for tasks that are weighted.
- *Points* are converted to **marks** using the scale provided with each scoring criteria.

Examples of Students' Responses are included in this assessment package. These examples present typical work for each level of the scoring criteria. Accompanying commentaries explain how and why the examples of students' responses relate to the descriptors.

Selected-Response & Written-Response Exam

Description

There are 20 selected-response and 4 written-response questions. Students have 40 minutes to complete the questions, but adjustments can be made to meet the individual needs of students.

For the question WR4 on pages 12–13 of the Student Booklet: Selected-Response & Written-Response, you should choose one case study from *Topic B—Alberta: Its People in History*.

- a homestead settlement (1890–1939)
 - immigration of a specific group, or immigration into a specific area (1880–1930)
 - the Great Depression (1929–1939)
 - World War II (1939–1945)
 - boom years (1947–???)
- Choose the case study with which your students are most familiar. Post that choice where it is visible to all students, along with the scoring criteria.

Administration Session I:

- Time allotted: 40 minutes
- Students will need:
 - Student Booklet
 - pencil
 - eraser
- Provide each student with a copy of the Student Booklet: Selected-Response and Written-Response Exam.
- Read the first page of instructions aloud while students follow along in their booklets.
- Inform students of the method they will use to demonstrate their responses to questions (e.g., circling letters in booklet, writing answers on other paper).
- Point out to students that there are 20 selected-response questions and four written-response questions. WR1, WR2, and WR3 are interspersed throughout the booklet and WR4 is at the end of the booklet.
- Inform students that they have 25 minutes to complete the first part of the exam and that they should stop when they reach the stop sign at the bottom of page 11.
- When students have completed the first part of the exam tell them that on pages 12 and 13 they will answer a question relating to one case study that they have studied in *Topic B—Alberta: Its People in History*. Point out the case study selected and ask students to write that choice at the top of page 12.
- Read through the instructions and discuss the scoring criteria with students. Students use the bottom of page 12 for planning and page 13 for their written work.
- Inform students that they have 15 minutes to complete this written-response question.
- Collect all Student Booklets at the end of the session.

Scoring the Selected-Response Questions

Answer Key

| Question | Key | Question | Key |
|----------|-----|----------|-----|
| 1 | A | 11 | A |
| 2 | C | 12 | D |
| 3 | B | 13 | B |
| 4 | D | 14 | D |
| 5 | A | 15 | C |
| 6 | B | 16 | D |
| 7 | A | 17 | C |
| 8 | D | 18 | B |
| 9 | C | 19 | C |
| 10 | A | 20 | A |

Marks:

- **1 mark** for each correct answer.
(Questions with two or more alternatives are assigned no marks.)

Total marks possible: 20

Scoring the Written-Response Questions

WR1: (page 6)

Use the numbers 1, 2, 3, 4 to show the order of the events below, as they happened in Alberta's history.

- | | |
|----------|---|
| <u>3</u> | Native people began using guns and metal tools. |
| <u>1</u> | Explorers from Europe came to Alberta. |
| <u>4</u> | Settlers from Europe began homesteading. |
| <u>2</u> | Native people began to trade with fur traders. |

Marks:

- **1 mark** for the correct sequence
(No other combination is assigned marks.)

Total marks possible: 1

WR2:
(page 7)

The statements below describe some of the **causes** and **effects** of contact between Native people and Europeans in Alberta.

Draw a line to match each cause with its effect. One example has been done for you.

Causes

Many Native people were dying of starvation.

Hats made from beaver pelts were popular in Europe.

Fur traders needed food to use during their travels.

Some Europeans believed that all people should be Christians.

The Hudson's Bay Company gave Native people knives and axes in exchange for furs.

Effects

Churches were built close to the fur-trading posts.

Native people signed treaties with the Europeans.

Fur traders travelled west to find more furs.

The kinds of tools Native people used to do their daily work changed.

Native people made extra pemmican and traded it for other goods.

Marks:

- 1 point for each correct match.
- Convert the *points* to **marks** using the following scale:

| <i>Points</i> | Marks |
|---------------|--------------|
| 3–4 | 2 |
| 1–2 | 1 |
| 0 | 0 |

Total marks possible: 2

WR3:
(page 11)

The sentences in the left-hand column below are taken from different chapters in the book.

Show which chapter each sentence comes from by writing the correct chapter number in the right-hand column.

| Sentence | Chapter Number |
|--|----------------|
| "The St. Lawrence is a major river in Quebec." | 1 |
| "Many children in Alberta and Quebec play hockey." | 3 |
| "Alberta farmers sell beef to the rest of Canada." | 4 |
| "Quebec has many forests and pulp and paper mills." | 1 |
| "Factories in Quebec make skidoos that are sold across Canada." | 4 |
| "Canada has two official languages." | 5 |
| "Many boys and girls in Quebec enjoy the 'Cabane à Sucre' festival in the spring." | 3 |
| "Jacques Cartier was the first French explorer to come to Canada." | 2 |

Marks:

- 1 point for each correct answer.
- Convert the *points* to **marks** using the following scale:

| Points | Marks |
|--------|-------|
| 7-8 | 3 |
| 4-6 | 2 |
| 1-3 | 1 |
| 0 | 0 |

Total marks possible: 3

WR4:
(page 12 –13)

People in Alberta's History: A Case Study

Case Study:

In paragraph form, describe:

- how people lived at that time
- how and why peoples' lifestyles changed

This activity is scored for **Content** and **Communication**

I. Content:

Consider how effectively the student:

- demonstrates **understanding** of the task
- uses Social Studies **concepts**
- provides supporting **details**

Select the level (3, 2, 1, 0) that **most thoroughly** describes the student's work.

Grade 4 Social Studies

Scoring Criteria for Content

3 point scale × 2 = 6 marks

| <i>Points</i> | Descriptors |
|----------------------|---|
| 3 | <i>The student</i> <ul style="list-style-type: none"> • demonstrates thorough understanding of the task • uses Social Studies concepts that are appropriate and accurate • provides supporting details that are relevant and accurate |
| 2 | <i>The student</i> <ul style="list-style-type: none"> • demonstrates adequate understanding of the task • uses Social Studies concepts that are appropriate, but may contain minor errors • provides supporting details that are relevant, but may contain minor errors |
| 1 | <i>The student</i> <ul style="list-style-type: none"> • demonstrates limited understanding of the task • uses Social Studies concepts that are limited, inappropriate, or inaccurate • provides supporting details that are irrelevant, vague, or may contain major errors |
| 0 | Insufficient or blank |

II. Communication: Consider how effectively the student:

- organizes **ideas**
- uses the **conventions** and **structures** of good English

As students are not able to edit and refine their work, some errors in conventions and structures are to be expected. The proportion of error to the length and complexity of response must be considered.

Select the level (3, 2, 1, 0) that **most thoroughly** describes the student's work.

Grade 4 Social Studies

Scoring Criteria for Communication

3 point scale × 1 = 3 marks

| Points | Descriptors |
|---------------|--|
| 3 | <i>The student</i> <ul style="list-style-type: none"> • organizes ideas clearly and effectively • demonstrates proficient control of conventions and structures; errors, if present, do not impede understanding |
| 2 | <i>The student</i> <ul style="list-style-type: none"> • organizes ideas adequately • demonstrates competent control of conventions and structures; errors may occasionally impede understanding |
| 1 | <i>The student</i> <ul style="list-style-type: none"> • organizes ideas poorly • demonstrates little control of conventions and structures; errors impede understanding |
| 0 | Insufficient or blank |

Calculating Marks for WR4:

| | |
|-------------------------|-----------------|
| Marks for Content | <u>6</u> |
| Marks for Communication | <u>3</u> |
| Total Marks | <u>9</u> |

**Total Mark on
Selected-Response &
Written-Response
Exam**

| | |
|-------------------|------------------|
| Selected Response | <u>20</u> |
| Written Response | <u>15</u> |
| Total | <u>35</u> |

- Record these marks and the total score on the Student Mark Calculation/ Class Record Form on page 38.
- Use the Conversion Tables on page 37 to find the total score in percent and the weighted score for the exam. Record this information.
- Add the weighted score for the Selected-Response & Written-Response Exam to the weighted score for the Performance Assessment to find the final score for the entire assessment.

Performance Assessment

Description

This performance assessment is centred around five generations of the Martin family who have lived in the fictional area of Roseville, Alberta for many years. The assessment, divided into three parts, focuses on how the Roseville area has changed over time, and on a comparison of Alberta and Quebec.

It is recommended that the performance assessment take place in three sessions, as shown in the Overview of the Assessment on page 3 of this manual.

Administration

Provide each student with a copy of the Student Booklet: Performance Assessment.

Inform students that this assessment tells the story of the Martin family who have lived in the fictional area of Roseville, Alberta for many years.

Read the introduction on page 1 of the Student Booklet, while students follow along in their booklets.

Part A: Alberta's Land and Natural Resources

Session II:

- Time allotted: 45 minutes
- Students will need:
 - Student Booklet
 - pencil/pen
 - eraser
 - coloured pencil/crayon

Activity 1: Where is Roseville?

- Time: 15 minutes
- Read the introduction in the box at the top of page 2 of the Student Booklet. You may wish to complete this activity by reading aloud the questions to students.
- Students follow the instructions on page 2 to complete the map on page 3.

Activity 2: Alberta's Regions and Natural Resources

- Time: 10 minutes
- Read the introduction in the box at the top of page 4, as students follow along in their booklets.
- Students complete the activities on pages 4 and 5 on their own.

**Activity 3:
The Pulp and
Paper Mill**

- Time: 20 minutes
- Discuss the scoring criteria and post them where they are visible to all students
- Read the introduction in the box at the top of page 6.
- Read the opinions as students follow along.
- Students complete the decision tree on page 7.
- Collect all Student Booklets at the end of the session.

Part B: Alberta's People and Resources—Past and Present

Session III:

- Time allotted: 50 minutes
- Students will need:
 - Student Booklet
 - Resource Booklet
 - pencil/pen
 - eraser

**Group Activity:
Development and
Growth**

- Time: 30 minutes
- Move students into groups of up to 4. Students take their own copies of the Student Booklet to the group activity. Give each student a copy of the Resource Booklet.
- Introduce the activity by telling students that the Resource Booklet has stories of different members of the Martin family and landscape pictures that show the same view of Roseville at the different times in which they lived.
- Read the stories of the members of the Martin family as students follow along in their Resource Booklets. Link the members of the Martin family with the landscape pictures and the changes over time.
- Read through the instructions on page 1 of the Resource Booklet. Students look at the landscape pictures as a group. Remind students to use the rules for group work employed in your class.
- Explain how to complete the chart on page 8. For each box in the chart students should find examples from the landscape pictures. Students will work together to find information, but all students must complete their own charts.
- You may use the Group Participation Record Form on page 35 to assess individual student participation skills during this activity.

**Activity 1: The
Changing Use of
Land**

- Time: 20 minutes
- Have students return to their own places to complete the activity on page 9. Students will need their chart on page 8 and their Resource Booklets.
- Discuss the scoring criteria and post them where they are visible to all students.
- Collect all Student Booklets and Resource Booklets at the end of the session.

Part C: Alberta and Quebec

Session IV:

- Time allotted: 40 minutes
- Students will need:
 - Student Booklet
 - pencil/pen
 - eraser

**Activity 1:
Scrapbook of
Alberta and
Quebec**

- Time: 10 minutes
- Hand out Student Booklets and have students turn to page 10. Read the introduction in the box at the top of page 10, as students follow along in their booklets.
- Students use the pictures of Alberta and Quebec on page 10 to complete the chart on page 11.

**Activity 2:
Thinking about
Alberta and
Quebec**

- Time: 10 minutes
- Read the instructions for completing the chart on page 12, on similarities and differences in the way people in Alberta and Quebec live.

**Activity 3:
Comparing
Alberta and
Quebec**

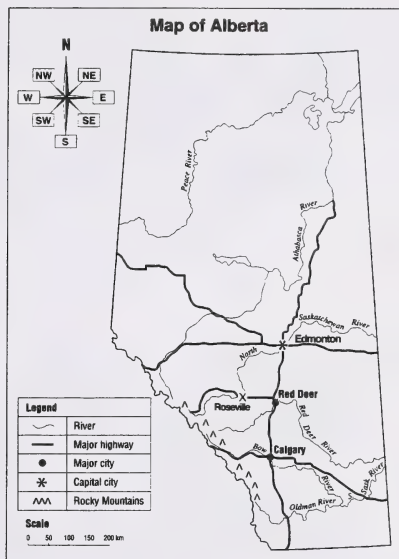
- Time: 20 minutes
- Read the instructions and the writing assignments on page 13.
- Discuss the scoring criteria and post them where they are visible to all students.
- Collect all Student Booklets at the end of the session.

Scoring the Performance Assessment

Part A: Alberta's Land and Resources

Activity 1:
Where is
Roseville?
(A1: pages 2–3)

or a similar symbol



Marks:

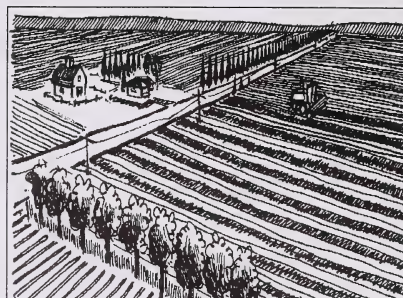
- 1 mark** for correctly completing all 7 empty boxes in the compass rose/direction finder.
- No marks** for completing the legend with appropriate symbols, because the legend symbols will be used in question 3.
- 1 mark** for placing the symbol of the Rocky Mountains along the southeastern border of the province to show the location of the Rocky Mountains.
1 mark for correctly placing the symbol of the Capital city **and** labeling Edmonton.
 - No marks** if the • is not labelled Edmonton even if it is in the correct location.
- 2 marks** for placing and labelling the (×) representing Roseville at approximately the correct distance **and** direction from Red Deer
OR
1 mark for placing Roseville **either** in the correct direction **or** at the correct distance
- 1 mark** for drawing a route along major highways from Calgary to where the student placed Roseville on the map.

Total marks possible: 6

Activity 2-1:
*Alberta's Regions
and Natural
Resources*
(A2-1: pages 4-5)



Parklands/Lowlands



Plains/Prairies



Mountains and Foothills



Forests

Marks:

- **1 mark** for correctly identifying the regions
(No other combination is assigned marks.)

Total marks possible: 1

Activity 2-2:
*Alberta's
Natural
Resources*
(A2-2: page 5)

| Natural Resource | Renewable | Non-Renewable |
|------------------|-----------|---------------|
| Water | ✓ | |
| Gas | | ✓ |
| Trees | ✓ | |
| Oil | | ✓ |
| Wildlife | ✓ | |
| Coal | | ✓ |
| Grain Crops | ✓ | |
| Minerals | | ✓ |

Marks:

- **1 point** for each correct answer
- Convert the *points* to **marks** using the following scale:

| Points | Marks |
|-------------|-------|
| 7-8 | 2 |
| 4-6 | 1 |
| less than 4 | 0 |

Total marks possible: 2

**Calculating
Marks for
Activity 2:**

Add the marks for questions 2–1 and 2–2.

Total marks possible: 3

*Activity 3:
The Pulp and
Paper Mill
(A3: pages 6–7)*

| |
|--|
| <p style="text-align: center;">Should the pulp and paper mill be built?</p> <ul style="list-style-type: none"> • Give reasons from the town meeting why the mill should be built. • Give reasons from the town meeting why the mill should not be built. <p style="text-align: center;">My own decision</p> <ul style="list-style-type: none"> • Explain your decision. |
|--|

Consider how effectively the student:

- demonstrates understanding of the task
- provides reasons

Select the level (3, 2, 1, 0) that **most thoroughly** describes the student's work.

Grade 4 Social Studies

Scoring Criteria

3 point scale × 2 = 6 marks

| Points | Descriptors |
|---------------|---|
| 3 | <i>The student</i> <ul style="list-style-type: none"> • organizes information clearly and thoughtfully • makes a decision, supported by a relevant and thoughtful explanation |
| 2 | <i>The student</i> <ul style="list-style-type: none"> • organizes information adequately • makes a decision, supported by a relevant explanation |
| 1 | <i>The student</i> <ul style="list-style-type: none"> • organizes information in a limited way • may make a decision, supported by an irrelevant or vague explanation |
| 0 | Insufficient or blank |

Total marks possible: 6

Part B: Alberta's People and Resources: Past and Present

Group Activity: Development and Settlement

***—Group Retrieval
Chart (page 8)***

- This group activity is not included in the mark allocation for formal assessment purposes, and therefore does not need to be marked.
- You may wish to assess individual student participation skills using the Group Participation Record Form on page 35.

Activity 1: The Changing Use of Land (B1: page 9)

Describe **how** the **use of land** in the Roseville area has **changed** from the past to the present.

I. Content:

This activity is scored for **Content** and **Communication**.

Consider how effectively the student:

- demonstrates **understanding** of the task
- uses Social Studies **concepts**
- provides supporting **details**

Select the level (3, 2, 1, 0) that **most thoroughly** describes the student's work.

Grade 4 Social Studies

Scoring Criteria for Content

3 point scale × 2 = 6 marks

| <i>Points</i> | <i>Descriptors</i> |
|----------------------|--|
| <i>3</i> | <i>The student</i> <ul style="list-style-type: none"> • demonstrates thorough understanding of the task • uses Social Studies concepts that are appropriate and focused • provides supporting details that are relevant and comprehensive |
| <i>2</i> | <i>The student</i> <ul style="list-style-type: none"> • demonstrates adequate understanding of the task • uses Social Studies concepts that are appropriate • provides supporting details that are relevant |
| <i>1</i> | <i>The student</i> <ul style="list-style-type: none"> • demonstrates limited understanding of the task • uses Social Studies concepts that are limited or inappropriate • provides supporting details that are irrelevant or vague |
| <i>0</i> | Insufficient or blank |

- II. Communication:** Consider how effectively the student:
- organizes **ideas**
 - uses the **conventions** and **structures** of good English

As students are not able to edit and refine their work, some errors in conventions and structures are to be expected. The proportion of error to the length and complexity of response must be considered.

Select the level (3, 2, 1, 0) that **most thoroughly** describes the student's work.

Grade 4 Social Studies

Scoring Criteria for Communication

3 point scale × 1 = 3 marks

| Points | Descriptors |
|---------------|--|
| 3 | <i>The student</i> <ul style="list-style-type: none"> • organizes ideas clearly and effectively • demonstrates proficient control of conventions and structures; errors, if present, do not impede understanding |
| 2 | <i>The student</i> <ul style="list-style-type: none"> • organizes ideas adequately • demonstrates competent control of conventions and structures; errors may occasionally impede understanding |
| 1 | <i>The student</i> <ul style="list-style-type: none"> • organizes ideas poorly • demonstrates little control of conventions and structures; errors impede understanding |
| 0 | Insufficient or blank |

**Calculating Marks
for Activity 1:**

Marks for Content 6

Marks for Communication 3

Total Marks **9**

Part C: Scrapbook of Alberta and Quebec

Activity 1:
*Summer
 Scrapbook
 (C1: page 11)*

| Picture Number | Alberta only | Quebec only | Alberta and Quebec |
|----------------|--------------|-------------|--------------------|
| 1 | | ✓ | |
| 2 | | | ✓ |
| 3 | ✓ | | |
| 4 | | ✓ | |
| 5 | ✓ | | |
| 6 | | ✓ | |
| 7 | ✓ | | |
| 8 | | | ✓ |

Marks:

- 1 point for each correct check mark
- Convert the *points* to **marks** using the following scale:

| Points | Marks |
|-------------|-------|
| 6–8 | 2 |
| 3–5 | 1 |
| less than 3 | 0 |

Total marks possible: 2

Activity 2:
*Thinking about
 Alberta and
 Quebec
 (C2: page 12)*

The chart is used to plan the writing activity on page 13 and therefore is not marked.

Activity 3:
Comparing
Alberta and
Quebec
(C3: page 13)

Note: Questions C3–1 (Similarities) and C3–2 (Differences) are scored for **Content** and **Communication**. Use the following scoring criteria for **each** activity.

Describe **similarities** in the way people in both Alberta and Quebec live.

Describe **differences** in the way people in both Alberta and Quebec live.

I. Content:

Consider how effectively the student:

- demonstrates **understanding** of the task
- uses Social Studies **concepts**
- provides supporting **details**

Select the level (3, 2, 1, 0) that **most thoroughly** describes the student's work.

Grade 4 Social Studies

Scoring Criteria for Content

3 point scale × 2 = 6 points

| Points | Descriptors |
|---------------|---|
| 3 | <i>The student</i> <ul style="list-style-type: none"> • demonstrates thorough understanding of the task • uses Social Studies concepts that are appropriate and accurate • provides supporting details that are relevant and accurate |
| 2 | <i>The student</i> <ul style="list-style-type: none"> • demonstrates adequate understanding of the task • uses Social Studies concepts that are appropriate, but may contain minor errors • provides supporting details that are relevant, but may contain minor errors |
| 1 | <i>The student</i> <ul style="list-style-type: none"> • demonstrates limited understanding of the task • uses Social Studies concepts that are limited, inappropriate, or inaccurate • provides supporting details that are irrelevant, vague, or may contain major errors |
| 0 | Insufficient or blank |

II. Communication:

Consider how effectively the student:

- organizes **ideas**
- uses the **conventions** and **structures** of good English

As students are not able to edit and refine their work, some errors in conventions and structures are to be expected. The proportion of error to the length and complexity of response must be considered.

Select the level (3, 2, 1, 0) that **most thoroughly** describes the student's work.

Grade 4 Social Studies

Scoring Criteria for Communication

3 point scale × 1 = 3 points

| Points | Descriptors |
|----------|--|
| 3 | <i>The student</i> <ul style="list-style-type: none"> • organizes ideas clearly and effectively • demonstrates proficient control of conventions and structures; errors, if present, do not impede understanding |
| 2 | <i>The student</i> <ul style="list-style-type: none"> • organizes ideas adequately • demonstrates competent control of conventions and structures; errors may occasionally impede understanding |
| 1 | <i>The student</i> <ul style="list-style-type: none"> • organizes ideas poorly • demonstrates little control of conventions and structures; errors severely impede understanding |
| 0 | Insufficient or blank, |

Calculating Marks for Activity 3

Total *points* possible for Activity C3: 18

C3-1 6 *points* for Content
3 *points* for Communication

C3-2 6 *points* for Content
3 *points* for Communication

- Convert the *points* to **marks** using the following scale:

| Points | Marks |
|--------|-------|
| 17-18 | 9 |
| 15-16 | 8 |
| 13-14 | 7 |
| 11-12 | 6 |
| 9-10 | 5 |

| Points | Marks |
|--------|-------|
| 7-8 | 4 |
| 5-6 | 3 |
| 3-4 | 2 |
| 1-2 | 1 |
| 0 | 0 |

Total marks possible for Activity C3: 9

**Total Marks on
Performance
Assessment:**

| | |
|--------------|------------------|
| Part A | <u>15</u> |
| Part B | <u>9</u> |
| Part C | <u>11</u> |
| Total | <u>35</u> |

- Record these marks and the total score on the Student Mark Calculation/ Class Record Form on page 38.
- Use the Conversion Tables on page 37 to find the total score in percent and the weighted score for the exam. Record this information.
- Add the weighted score for the Selected-Response & Written-Response Exam to the weighted score for the Performance Assessment to find the final score for the entire assessment.

Calculating and Recording Student Achievement

- ***Group Participation Record Form***
- ***Conversion Tables***
- ***Student Mark Calculation/Class
Record Form***

*Grade 4 Social Studies****Group Participation Record Form***

Assign students to groups of three or four. Write their names in the left column. As students work on group activities, you may wish to assess their work in the two areas shown.

- **contributing:** providing useful, relevant, and timely information
- **listening:** taking turns, being courteous, showing accepted signs of active listening

Circle the appropriate number in each box:

1—seldom 2—sometimes 3—often

Space is provided for brief anecdotal comments.

Group _____

| | Contributing | | | Listening | | | Total /6 |
|-----------------|--------------|---|---|-----------|---|---|----------|
| Name | 1 | 2 | 3 | 1 | 2 | 3 | |
| Comments | | | | | | | |
| Name | 1 | 2 | 3 | 1 | 2 | 3 | |
| Comments | | | | | | | |
| Name | 1 | 2 | 3 | 1 | 2 | 3 | |
| Comments | | | | | | | |
| Name | 1 | 2 | 3 | 1 | 2 | 3 | |
| Comments | | | | | | | |

Group _____

| | Contributing | | | Listening | | | Total /6 |
|----------|--------------|---|---|-----------|---|---|----------|
| Name | 1 | 2 | 3 | 1 | 2 | 3 | |
| Comments | | | | | | | |
| Name | 1 | 2 | 3 | 1 | 2 | 3 | |
| Comments | | | | | | | |
| Name | 1 | 2 | 3 | 1 | 2 | 3 | |
| Comments | | | | | | | |
| Name | 1 | 2 | 3 | 1 | 2 | 3 | |
| Comments | | | | | | | |

Group _____

| | Contributing | | | Listening | | | Total /6 |
|----------|--------------|---|---|-----------|---|---|----------|
| Name | 1 | 2 | 3 | 1 | 2 | 3 | |
| Comments | | | | | | | |
| Name | 1 | 2 | 3 | 1 | 2 | 3 | |
| Comments | | | | | | | |
| Name | 1 | 2 | 3 | 1 | 2 | 3 | |
| Comments | | | | | | | |
| Name | 1 | 2 | 3 | 1 | 2 | 3 | |
| Comments | | | | | | | |

*Grade 4 Social Studies**Conversion Tables*

The Selected-Response & Written-Response Exam and Performance Assessment are both scored out of 35 marks. Use the tables below to convert totals from marks to percent, and to weight the totals. Record this information on the Student Mark Calculation/Class Record Form on page 38.

| Selected-Response & Written-Response Exam | | |
|---|---------|----------------|
| Marks (35) | Percent | % \times 0.3 |
| 0 | 0 | 0 |
| 1 | 3 | 0.9 |
| 2 | 6 | 1.7 |
| 3 | 9 | 2.6 |
| 4 | 11 | 3.4 |
| 5 | 14 | 4.3 |
| 6 | 17 | 5.1 |
| 7 | 20 | 6.0 |
| 8 | 23 | 6.9 |
| 9 | 26 | 7.7 |
| 10 | 29 | 8.6 |
| 11 | 31 | 9.4 |
| 12 | 34 | 10.3 |
| 13 | 37 | 11.1 |
| 14 | 40 | 12.0 |
| 15 | 43 | 12.9 |
| 16 | 46 | 13.7 |
| 17 | 49 | 14.6 |
| 18 | 51 | 15.4 |
| 19 | 54 | 16.3 |
| 20 | 57 | 17.1 |
| 21 | 60 | 18.0 |
| 22 | 63 | 18.9 |
| 23 | 66 | 19.7 |
| 24 | 69 | 20.6 |
| 25 | 71 | 21.4 |
| 26 | 74 | 22.3 |
| 27 | 77 | 23.1 |
| 28 | 80 | 24.0 |
| 29 | 83 | 24.9 |
| 30 | 86 | 25.7 |
| 31 | 89 | 26.6 |
| 32 | 91 | 27.4 |
| 33 | 94 | 28.3 |
| 34 | 97 | 29.1 |
| 35 | 100 | 30.0 |

| Performance Assessment | | |
|------------------------|---------|----------------|
| Marks (35) | Percent | % \times 0.7 |
| 0 | 0 | 0 |
| 1 | 3 | 2.0 |
| 2 | 6 | 4.0 |
| 3 | 9 | 6.0 |
| 4 | 11 | 8.0 |
| 5 | 14 | 10.0 |
| 6 | 17 | 12.0 |
| 7 | 20 | 14.0 |
| 8 | 23 | 16.0 |
| 9 | 26 | 18.0 |
| 10 | 29 | 20.0 |
| 11 | 31 | 22.0 |
| 12 | 34 | 24.0 |
| 13 | 37 | 26.0 |
| 14 | 40 | 28.0 |
| 15 | 43 | 30.0 |
| 16 | 46 | 32.0 |
| 17 | 49 | 34.0 |
| 18 | 51 | 36.0 |
| 19 | 54 | 38.0 |
| 20 | 57 | 40.0 |
| 21 | 60 | 42.0 |
| 22 | 63 | 44.0 |
| 23 | 66 | 46.0 |
| 24 | 69 | 48.0 |
| 25 | 71 | 50.0 |
| 26 | 74 | 52.0 |
| 27 | 77 | 54.0 |
| 28 | 80 | 56.0 |
| 29 | 83 | 58.0 |
| 30 | 86 | 60.0 |
| 31 | 89 | 62.0 |
| 32 | 91 | 64.0 |
| 33 | 94 | 66.0 |
| 34 | 97 | 68.0 |
| 35 | 100 | 70.0 |

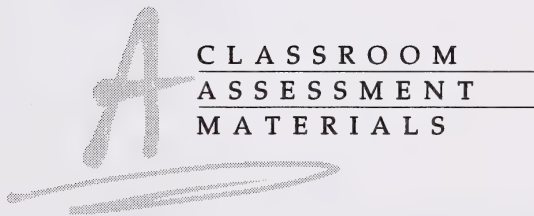
| Selected-Response and Written-Response Exam | Performance Assessment |
|---|------------------------|
|---|------------------------|

* The standard for this assessment package is as follows:

Grade 4 Social Studies



GRADE 4
SOCIAL STUDIES
STUDENT MATERIALS



***This package of Student
Materials contains***

- ***Selected-Response &
Written-Response Exam***
- ***Performance Assessment — Student
Booklet***
- ***Performance Assessment — Resource
Booklet***

***In addition to the Student Materials, this
classroom assessment package includes***

- ***Teacher Manual***
- ***Examples of Students' Responses***

Grade 4
Social Studies

***Selected-Response &
Written-Response Exam***

Selected-Response & Written-Response Exam

Description

This booklet contains 20 selected-response and 4 written-response **WR** questions.

Instructions for Selected-Response Questions

- Read each question carefully. Each question has four possible answers.
- Circle the letter of the **correct** or **best** answer.

Example

This exam is for the subject of

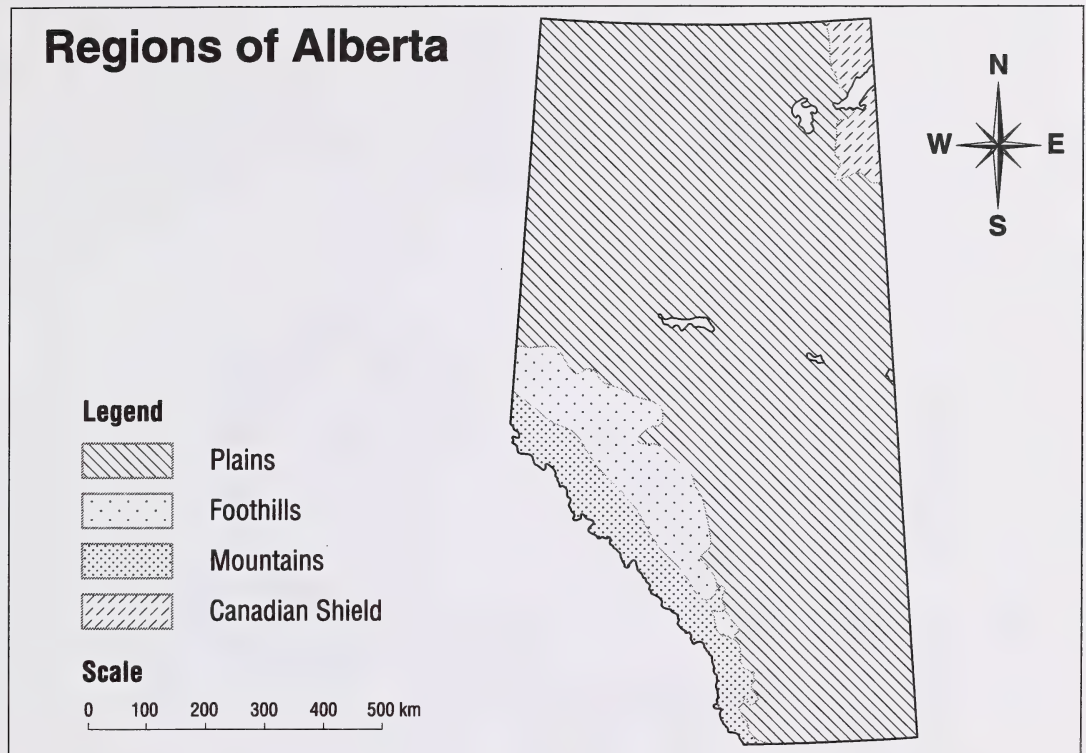
- A. science
- B. mathematics
- C.** social studies
- D. language arts

Instructions for Written-Response Questions

- Read each question carefully.
- Print or write your answers clearly in the spaces provided.
- Draw a line between matching sentences for Written-Response Question 2.

Stop work when you reach  on page 11.

Use the following map to answer questions 1 and 2.



1. According to the map, the region that covers **most** of Alberta is the
 - A. Plains
 - B. Foothills
 - C. Mountains
 - D. Canadian Shield
2. This map is divided into four regions that show differences in
 - A. climate
 - B. resources
 - C. landforms
 - D. vegetation

3. Which of the following resources are **renewable**?
- A. Soil and gas
 - B. Trees and water
 - C. Animals and oil
 - D. Grain and coal
4. In Alberta, coal is used **mainly** for
- A. running trains
 - B. heating homes
 - C. making plastic
 - D. producing electricity
5. Which of the following is an example of **conservation**?
- A. Riding a bicycle instead of using a car
 - B. Heating homes with natural gas
 - C. Picking up litter along highways
 - D. Building a dam on a river

6. Which statement about Alberta is **true**?
- A. There is more rain in the south than in the north.
 - B. There are more people in the south than in the north.
 - C. There are more forests in the south than in the north.
 - D. There is more ranchland in the north than in the south.



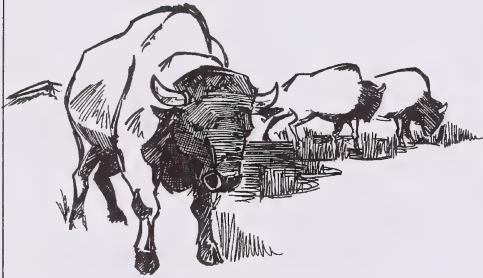
Jim

“Laws should require people to recycle as many materials as possible.”

7. Jim believes that
- A. resources should be conserved
 - B. people worry too much about pollution
 - C. pollution is caused mainly by industries
 - D. conservation should be a personal choice

8. Farmers in Southern Alberta use **irrigation** more than farmers in Northern Alberta because
- A. the rivers flood more in the south
 - B. there are more rivers in the south
 - C. the soil is less fertile in the south
 - D. there is less rainfall in the south

Use the following information to answer question 9.



The Plains tribes hunted buffalo. They used the buffalo to meet their needs. They ate buffalo meat. Buffalo hides were used to cover tipis and to make clothes. Tools and containers were made from bones and horns. The Plains tribes treated the buffalo with respect. They used almost every part of the animal in their daily life.

9. Which sentence **best** explains the **main idea** presented in the information?
- A. The Plains tribes depended on the buffalo for food.
 - B. The buffalo was a sacred animal to the Plains tribes.
 - C. The buffalo was important to the life of the Plains tribes.
 - D. The Plains tribes worked hard to get food and make clothing.
10. Native people in Alberta **first** met Europeans when
- A. fur traders came to the West
 - B. farmers moved from the United States
 - C. immigrants built the railway
 - D. settlers built log cabins

11. One skill fur traders learned from Native people was how to use

- A. canoes to travel
- B. guns to hunt animals
- C. horses to travel
- D. logs to build homes

12. Native women played an important role in the fur trade by

- A. hunting and trapping animals
- B. making beaver hats
- C. building forts and trading posts
- D. working as interpreters

13. After fur traders came to Alberta, Native people started to use

- A. buffalo meat for food
- B. tools made from metal
- C. canoes to travel long distances
- D. travois to move their belongings

*Use the following information to answer questions **WR 1.** and 14.*

WR 1.

Use the numbers 1, 2, 3, 4 to show the order of the events below, as they happened in Alberta's history.

_____ Native people began using guns and metal tools.

_____ Explorers from Europe came to Alberta.

_____ Settlers from Europe began homesteading.

_____ Native people began to trade with fur traders.

14. The **best** title for the above information is

- A.** Trading in Early Canada
- B.** Native People and the Fur Trade
- C.** Europeans Seek More Furs
- D.** Changes in People's Lifestyles

WR 2.

The statements below describe some of the **causes** and **effects** of contact between Native people and Europeans in Alberta.

Draw a line to match each cause with its effect. One example has been done for you.

Causes

Many Native people were dying of starvation.

Hats made from beaver pelts were popular in Europe.

Fur traders needed food to use during their travels.

Some Europeans believed that all people should be Christians.

The Hudson's Bay Company gave Native people knives and axes in exchange for furs.

Effects

Churches were built close to the fur-trading posts.

Native people signed treaties with the Europeans.

Fur traders travelled west to find more furs.

The kind of tools Native people used to do their daily work changed.



Native people made extra pemmican and traded it for other goods.



Use the following map to answer questions 15 to 17.

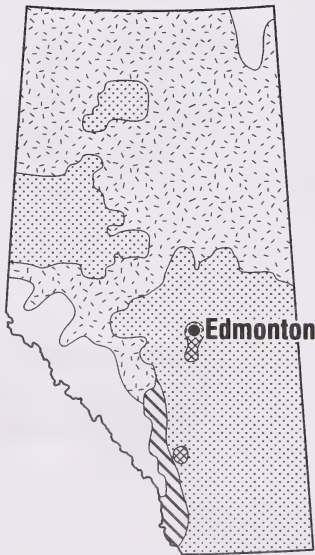
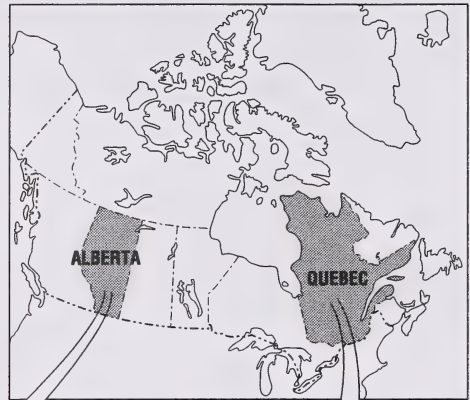
Land Use in Alberta and Quebec

Legend

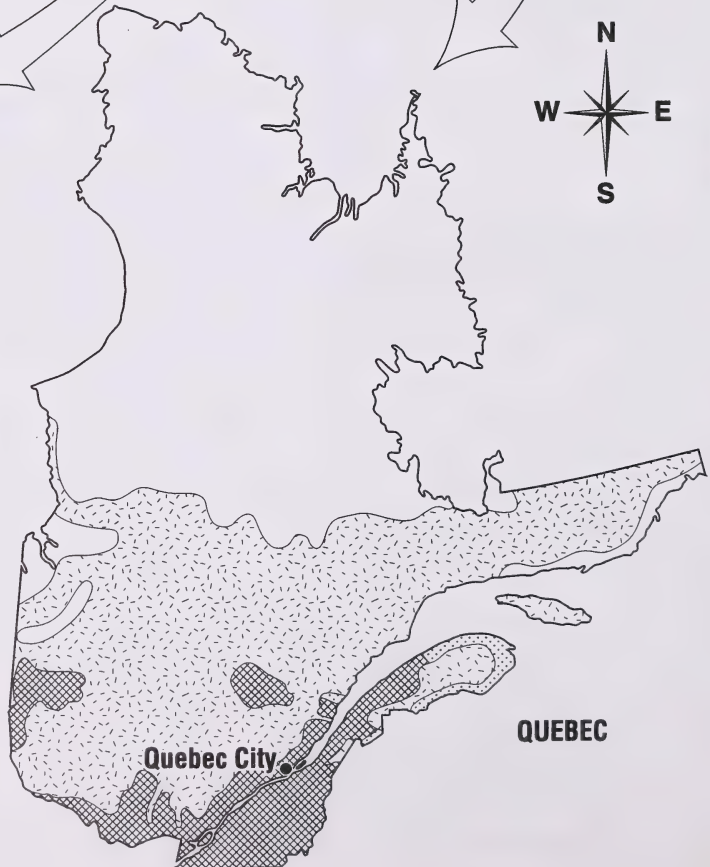
-  Dairy farming
-  Grain and mixed farming
-  Ranching
-  Logging
-  No farming

Scale

0 500 km



ALBERTA



QUEBEC



15. The map of Quebec shows that Quebec City is located in an area used for
- A. logging
 - B. ranching
 - C. dairy farming
 - D. grain and mixed farming
16. If you travelled directly **south** from Edmonton to the border, you would travel through land used for
- A. ranching, then logging
 - B. logging, then dairy farming
 - C. ranching, then dairy farming
 - D. dairy farming, then grain and mixed farming
17. What land use is found in Alberta but **not** found in Quebec?
- A. Grain and mixed farming
 - B. Dairy farming
 - C. Ranching
 - D. Logging
18. Land use in Alberta and Quebec depends **mainly** on the
- A. size of the province
 - B. climate and type of soil
 - C. time period in which people settled
 - D. customs and traditions of people living there

Use the following information to answer questions 19 and 20.



My name is Aline and I live in Montreal, Quebec. My father operates a tugboat on the St. Lawrence River. Our family likes to go to a fast food restaurant that serves tacos. I like dancing in a traditional folk festival each year on St-Jean-Baptiste Day. Every summer my family travels to the ocean for several weeks. Exploring tidal pools is fun!



My name is Graham. I live in Red Deer, Alberta. My father works at an oil refinery. I help cook supper with my family most evenings. I enjoy going to the fireworks display every year on Canada Day. Every summer, my family goes camping in the mountains. My favourite part of the holiday is hiking along mountain trails.

19. Aline's and Graham's stories show that their lives are **similar** because they both
- A. like restaurant food
 - B. live near a seaport
 - C. enjoy special celebrations
 - D. have parents who do the same type of work
20. One example of how **geography** affects **lifestyle** is that
- A. Graham enjoys hiking in the mountains
 - B. Aline likes to go to fast food restaurants
 - C. Graham helps to cook supper with his family
 - D. Aline enjoys dancing on St-Jean-Baptiste Day

Graham's Grade 4 Social Studies class is using a book called "All About Alberta and Quebec." Here is the Table of Contents:

| | |
|-----------------|-------------------------------------|
| Chapter 1 | Geography and Natural Resources |
| Chapter 2 | History of Alberta and Quebec |
| Chapter 3 | Lifestyles in Alberta and Quebec |
| Chapter 4 | Contributions of Alberta and Quebec |
| Chapter 5 | Bilingualism in Canada |

WR 3. The sentences in the left-hand column below are taken from different chapters in the book.

Show which chapter each sentence comes from by writing the correct chapter number in the right-hand column.

| Sentence | Chapter Number |
|--|----------------|
| "The St. Lawrence is a major river in Quebec." | |
| "Many children in Alberta and Quebec play hockey." | |
| "Alberta farmers sell beef to the rest of Canada." | |
| "Quebec has many forests and pulp and paper mills." | |
| "Factories in Quebec make skidoos that are sold across Canada." | |
| "Canada has two official languages." | |
| "Many boys and girls in Quebec enjoy the 'Cabane à Sucre' festival in the spring." | |
| "Jacques Cartier was the first French explorer to come to Canada." | |



People in Alberta's History: A Case Study

Case Study: _____

WR 4.

In paragraph form, describe

- how people lived at that time
- how and why peoples' lifestyles changed

Use this space for planning

People in Alberta's History: A Case Study

[illegible]

Performance Assessment

- ***Student Booklet***

Performance Assessment

Description

This booklet is composed of three parts. Each part contains a number of activities.

General Instructions

- Put your name on the line at the top of this page.
- Read the instructions carefully and complete the activities to the best of your ability.
- If you have time, go back and check your work before you hand the booklet to your teacher.

Introduction

David Martin and Nicole Martin are cousins living in different provinces in Canada. They have just completed Grade Four.



David lives in Alberta.



Nicole lives in Quebec.

During the summer holidays, Nicole spent time in Alberta with David and his family.

David then travelled to Quebec for a vacation with Nicole and her family.

The story of David's and Nicole's family will guide you through a series of activities divided into three parts:

Part A: Alberta's Land and Resources

- Use information from maps and pictures to describe Alberta's land and natural resources.

Part B: Alberta's People and Resources—Past and Present

- Explore how the use of land changes over time.

Part C: Alberta and Quebec

- Compare life in Alberta and Quebec.

Part A: Alberta's Land and Resources

Activity 1—Where is Roseville?

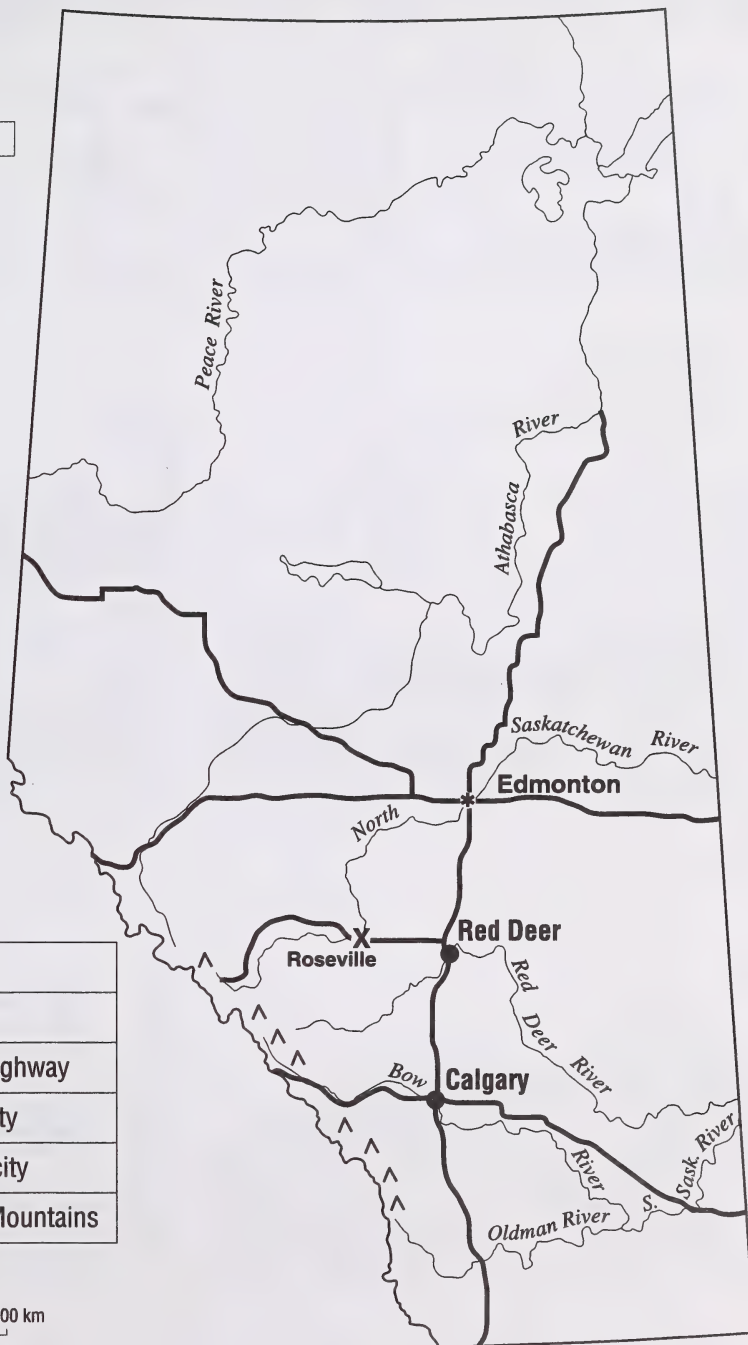
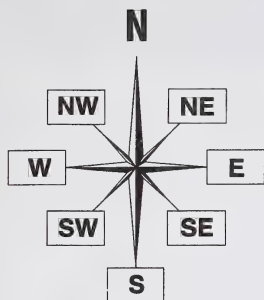
Individual Activity

David Martin and his mother travelled by car from their home in Roseville, Alberta to the Calgary airport to meet Nicole. As they left Calgary, David told Nicole about the route they would take to Roseville.

Follow the instructions below to complete the map on page 3.

1. Write directions in the boxes to complete the **compass rose/direction finder**.
2. Draw appropriate symbols to complete the **legend**.
3. Place your symbols on the map to show
 - the Rocky Mountains
 - the capital city of AlbertaWrite the name of the capital city next to the symbol on the map.
4. Roseville is located approximately 100 km west of Red Deer on a major highway.
 - Mark Roseville on the map with an X, using the scale
 - Write the name Roseville beside the X you have marked on the map
5. Mrs. Martin, David, and Nicole travelled by car on major highways from the Calgary airport to Roseville. Use a coloured pencil to trace their route.

Map of Alberta



| Legend | |
|--------|-----------------|
| | River |
| | Major highway |
| | Major city |
| | Capital city |
| | Rocky Mountains |

Scale

0 50 100 150 200 km

Activity 2—Alberta's Regions and Natural Resources

Individual Activity

During their holiday in Alberta, Nicole and David visited many places. They noticed that Alberta has a variety of geographic regions and natural resources.

Alberta's Regions

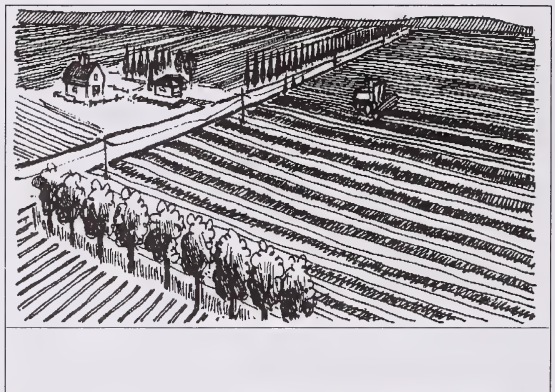
1. Use the following list to label each of Alberta's regions shown in the pictures below. Write the name of the correct region in the box below each picture.

Forests

Plains/Prairies

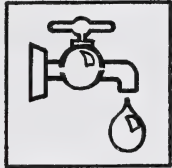
Parklands/Lowlands

Mountains and Foothills



Alberta's Natural Resources

2. Look at the pictures of natural resources below. Show which resources are renewable and which are non-renewable by checking the appropriate space in the chart below:



Water



Gas



Trees



Oil



Wildlife



Coal



Grain Crops



Minerals

| Natural Resource | Renewable | Non-Renewable |
|------------------|-----------|---------------|
| Water | | |
| Gas | | |
| Trees | | |
| Oil | | |
| Wildlife | | |
| Coal | | |
| Grain Crops | | |
| Minerals | | |

Activity 3—The Pulp and Paper Mill

Individual Activity

One evening, Mr. Martin took David and Nicole to a town meeting. A company wants to build a pulp and paper mill near the town. Below are some opinions expressed by people at the meeting.

Pulp and paper mills use chemicals that may get into the rivers. This could kill the fish and affect our drinking water.

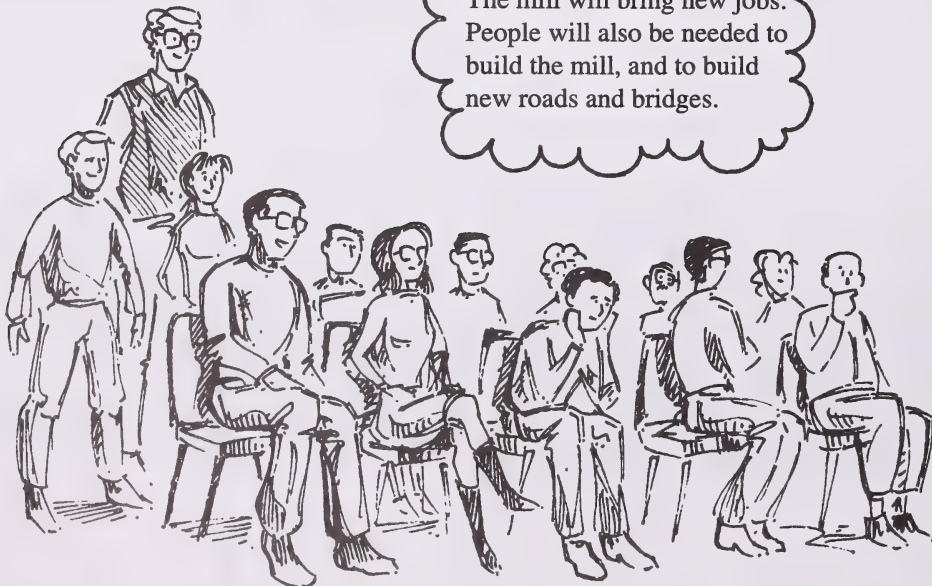
Heavy trucks will carry logs and paper products to and from the mill. It will be noisy and the air will smell bad.

The mill will make products needed by all Canadians, such as paper, bags, and boxes.

As the town grows, we will be able to build a new indoor swimming pool and arena. New and bigger stores will open.

Our forests will be destroyed. Many trees will be cut down. This will threaten the habitat of the plants and animals.

The mill will bring new jobs. People will also be needed to build the mill, and to build new roads and bridges.



Complete the decision tree, using the information on page 6 as well as your own knowledge.

Should the pulp and paper mill be built?

Give reasons from the town meeting
why the mill **should** be built.

Give reasons from the town meeting why
the mill **should not** be built.

Now make a decision for yourself.

My own decision

(Put a checkmark next to your choice.)

☐ I think the pulp and paper mill **should** be built.

☐ I think the pulp and paper mill **should not** be built.

Explain your decision:

Group Activity—Development and Growth

| | Main Features of the Landscape | Homes/Buildings | Transportation |
|--------------|-----------------------------------|-----------------|----------------|
| 1880 | | | |
| 1910 | | | |
| 1940 | | | |
| Today | | | |

Part B: Alberta's People and Resources—Past and Present

Activity 1—The Changing Use of Land

Individual Activity

Use the information from the landscape pictures in your Resource Booklet, your chart on page 8, and what you have learned to answer the following question.

1. Describe **how** the **use of land** in the Roseville area has **changed** from the past to the present.

Part C: Alberta and Quebec

At the end of their summer together, David and Nicole looked at pictures of Alberta and Quebec.

1



2



3



4



6



5



7



8



Activity 1—Scrapbook of Alberta and Quebec

Individual Activity

Look closely at the pictures of Alberta and Quebec on page 10 and complete the following chart. Decide whether each picture shows something most likely seen in:

- Alberta **only**
- Alberta **and** Quebec
- Quebec **only**

Show your choices by checking (✓) the correct box.

| Picture Number | Alberta Only | Alberta and Quebec | Quebec Only |
|----------------|--------------|--------------------|-------------|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |
| 8 | | | |

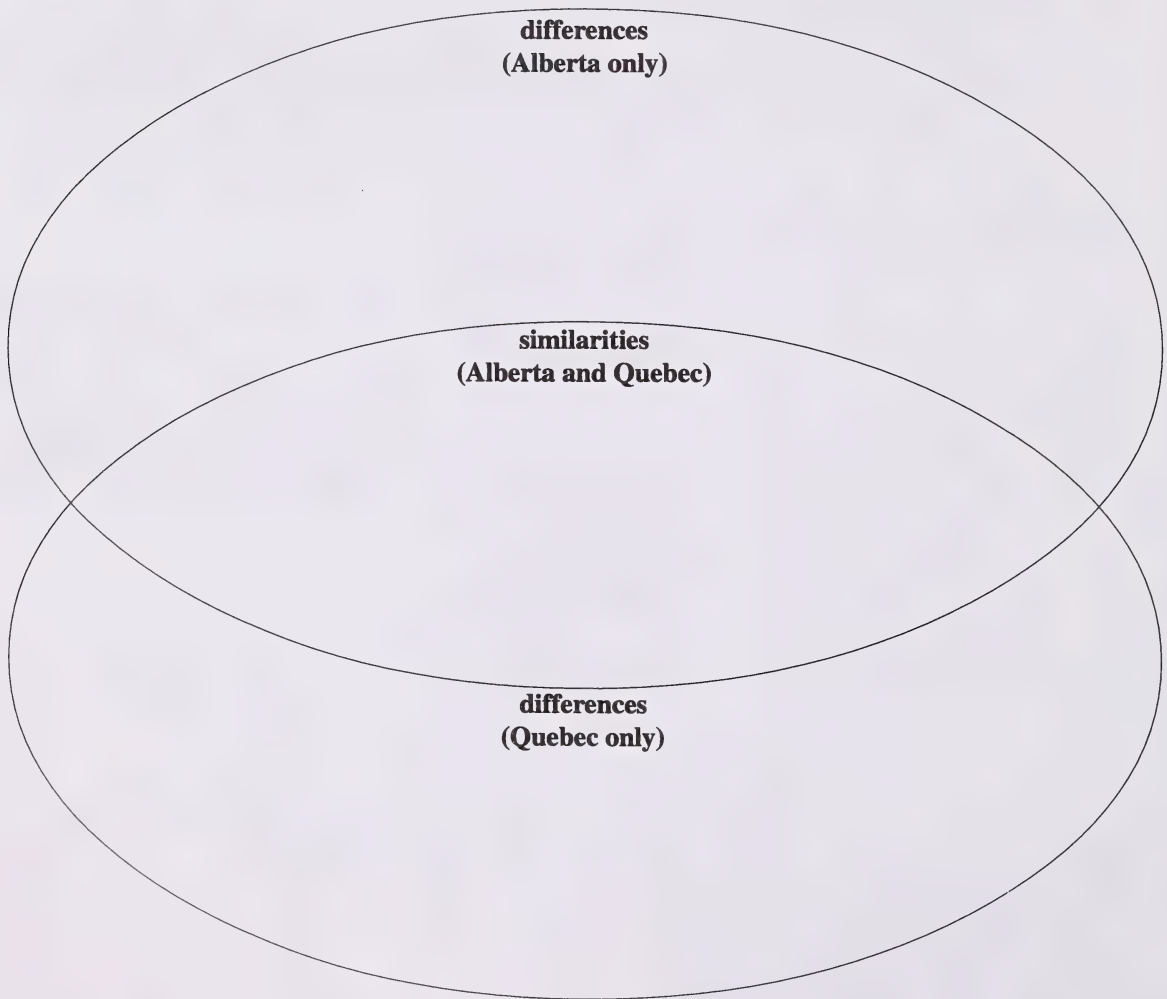
Activity 2—Thinking about Alberta and Quebec

Individual Activity

In the chart below, list the similarities and differences in the way people live in Alberta and Quebec.

Think about

- | | | |
|---------------------|-------------------------|----------------------|
| • Geography | • Holidays/Celebrations | • Food |
| • Natural Resources | • Language | • Leisure Activities |



Activity 3—Comparing Alberta and Quebec

Individual Activity

Use the chart on page 12 to help you plan your writing. Write in paragraph form.

1. Describe **similarities** in the way people in both Alberta and Quebec live.

2. Describe **differences** in the way people live in Alberta only and Quebec only.

Performance Assessment

- ***Resource Booklet***

The Martin Family



David showed Nicole an old painting of the Martin family home. This made Nicole curious about her relatives. Mr. Martin told David and Nicole the Martin family story.

In your group,

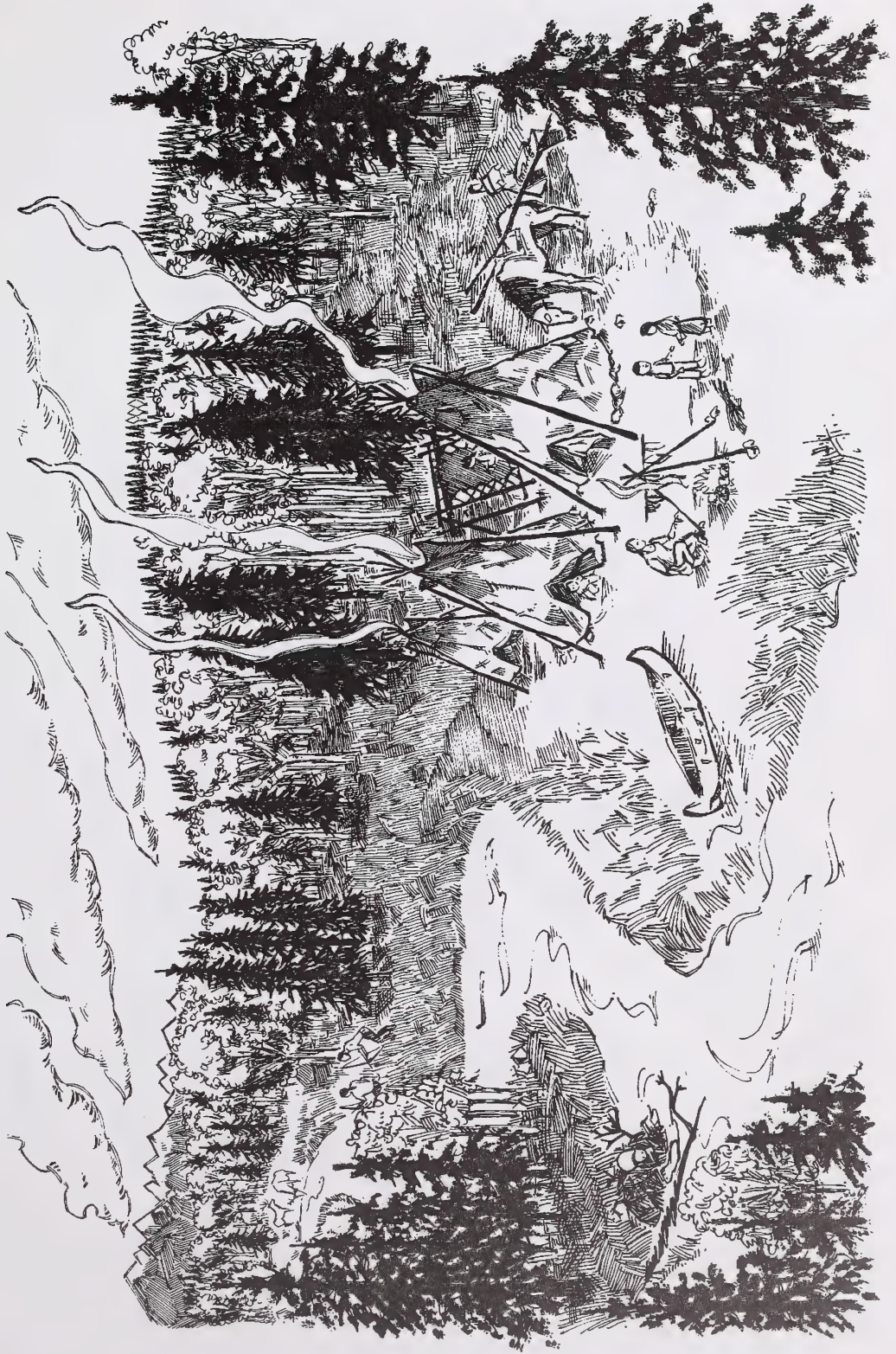
- study the landscape pictures
- look at the features of the landscape
- look at the homes and buildings
- look at ways of transportation
- complete the chart on page 8 in the Student Booklet

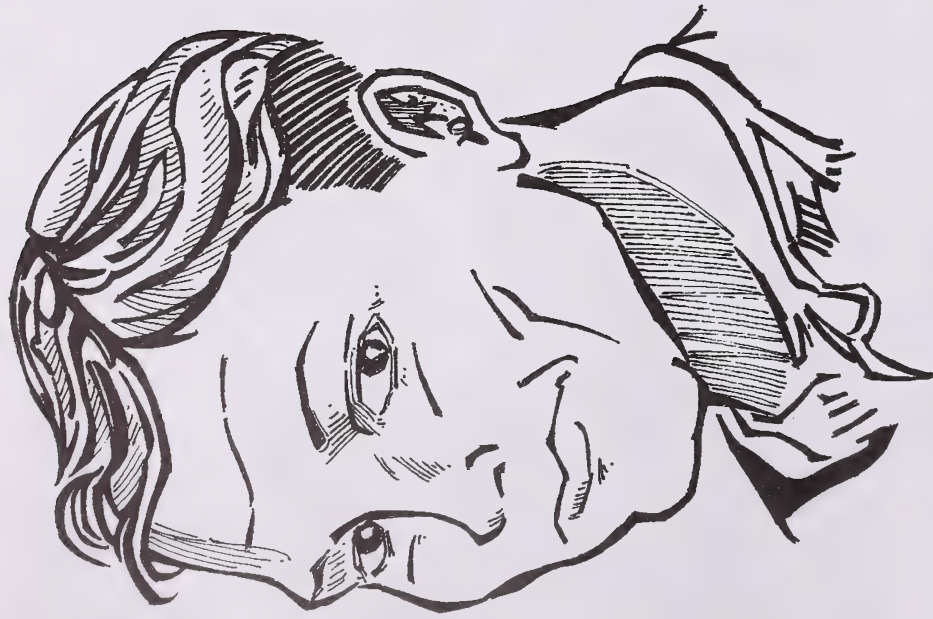
**Marie Dumas**

Roseville 1880

Paul Martin was the first European settler in the Roseville area. He married Marie Dumas, a Native woman whose family used that area as a winter home. The land provided everything they needed. In 1880, Paul and Marie made a homestead near the river and cut down some trees to build the first log house on this land.

Roseville Landscape 1880





Daniel Martin

Roseville 1910

Daniel and his wife Blanche cleared some of the land to grow crops and raise cattle. They used two work horses to help them. Daniel built a sawmill to cut the logs into lumber. Some lumber was used to build a church for the village. In 1910, Daniel and Blanche built a new house. The old log cabin became a shed.

Roseville Landscape 1910





Oliver Martin

Roseville 1940

Daniel and Blanche had a son named Oliver. When Oliver was growing up, farming provided a good living, and the village of Roseville grew into a town. Oliver helped to build a grain elevator near the railway. The Great Depression changed life for everyone. In 1940, Oliver joined the army and went to fight in World War II.

Roseville Landscape 1940



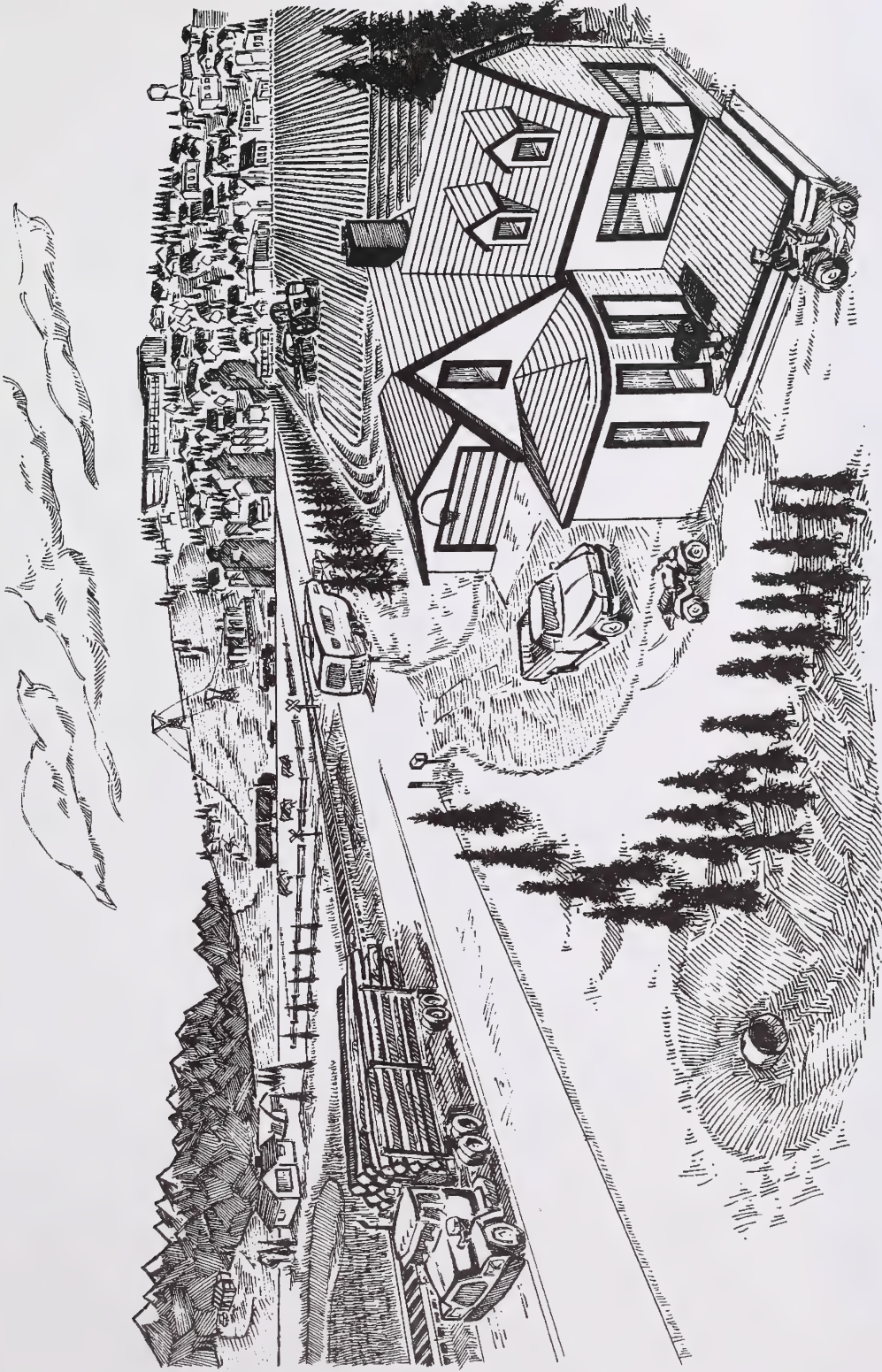
Robert Martin



Roseville Today

Robert Martin worked at a pulp and paper mill and saved enough money to take over the family farm. He built wooden corrals for the cattle. He planted more trees to provide shelter for the cattle and windbreaks for the crops. The house that Daniel and Blanche built changed as Robert added extra rooms to it.

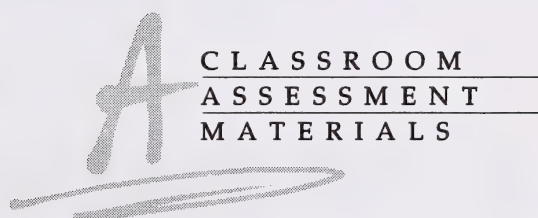
Roseville Landscape Today



GRADE 4

SOCIAL STUDIES

EXAMPLES OF STUDENTS' RESPONSES



Introduction

Purpose

The purpose of this document is to provide teachers, students, parents, and administrators with examples of students' responses that illustrate the provincial standards expected of students who complete Grade 4 Social Studies.

Contents

For each of the written or performance tasks, the *Examples of Students' Responses* document contains

- the student task
- the scoring criteria to be used by teachers to evaluate their students' work (these criteria can also be found in the *Teacher Manual*)
- examples of students' responses at each criteria "level"
- commentaries that illustrate and explain how the scoring criteria fit each response

Each student response in this document is reproduced as it appeared in the assessment; that is, in the students' own handwriting. Because of space limitations, the planning and drafting that may have preceded or accompanied some of the responses may not have been included. However, teachers and other readers should note that research has demonstrated a very strong relationship between the quality of planning and the degree of success in written expression.

Selection of Examples

The students' responses in this document were selected from those produced during the pilot testing of the Classroom Assessment Materials Project in May and June of 1996. A committee composed of Grade 4 Social Studies teachers from different parts of the province reviewed and validated the assessments and scoring criteria, then selected students' responses.

These examples of students' work illustrate the provincial standards for students who complete Grade 4 Social Studies.

Considerations

Please note that

- the examples presented illustrate specific standards (scoring criteria), but are not necessarily typical of the responses submitted
- the selected responses represent only a few of the possible approaches to each task. None of the examples is intended to serve as a model of a particular approach
- you should consider each student example in light of the constraints of the assessment situation. Under assessment conditions, most students are able to prepare responses that must be considered as first draft only

Contents

Selected-Response & Written-Response Exam

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| Written Response 4—People in Alberta’s History: A Case Study | 3 |
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Performance Assessment

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| Part A, Activity 3—The Pulp and Paper Mill | 13 |
| Part B, Activity 1—The Changing Use of Land | 20 |
| Part C, Activity 3—Comparing Alberta and Quebec (Similarities and Differences) | 28 |

In addition to this *Examples of Students’ Responses*, the Grade 4 Social Studies Classroom Assessment Materials include a complete set of *Student Materials* and *Teacher Manual*.

***Selected-Response &
Written-Response Exam***

- ***Written Response 4 — People in
Alberta's History: A Case Study***

Written Response 4—People in Alberta's History: A Case Study

Student Task

Case Study: _____

In paragraph form, describe

- how people lived at that time
- how and why peoples' lifestyles changed

Scoring Criteria for Content

3 point scale $\times 2 = 6$ marks

| Points | Descriptors |
|----------|---|
| 3 | <i>The student</i> <ul style="list-style-type: none"> • demonstrates thorough understanding of the task • uses Social Studies concepts that are appropriate and accurate • provides supporting details that are relevant and accurate |
| 2 | <i>The student</i> <ul style="list-style-type: none"> • demonstrates adequate understanding of the task • uses Social Studies concepts that are appropriate, but may contain minor errors • provides supporting details that are relevant, but may contain minor errors |
| 1 | <i>The student</i> <ul style="list-style-type: none"> • demonstrates limited understanding of the task • uses Social Studies concepts that are limited, inappropriate, or inaccurate • provides supporting details that are irrelevant, vague, or may contain major errors |
| 0 | Insufficient or blank |

Scoring Criteria for Communication

3 point scale $\times 1 = 3$ marks

| Points | Descriptors |
|----------|--|
| 3 | <i>The student</i> <ul style="list-style-type: none"> • organizes ideas clearly and effectively • demonstrates proficient control of conventions and structures; errors, if present, do not impede understanding |
| 2 | <i>The student</i> <ul style="list-style-type: none"> • organizes ideas adequately • demonstrates competent control of conventions and structures; errors may occasionally impede understanding |
| 1 | <i>The student</i> <ul style="list-style-type: none"> • organizes ideas poorly • demonstrates little control of conventions and structures; errors impede understanding |
| 0 | Insufficient or blank |

Calculating Marks for Written Response 4:

Marks for Content

6

Marks for Communication

3

Total Marks

9

| Points | Descriptors |
|---------------|--|
| 3 | Content <i>The student</i> <ul style="list-style-type: none"> • demonstrates thorough understanding of the task • uses Social Studies concepts that are appropriate and accurate • provides supporting details that are relevant and accurate |
| 3 | Communication <i>The student</i> <ul style="list-style-type: none"> • organizes ideas clearly and effectively • demonstrates proficient control of conventions and structures; errors, if present, do not impede understanding |

| <i>Student Response</i> |
|---|
| <p>In paragraph form, describe</p> <ul style="list-style-type: none"> • how people lived at that time • how and why peoples' lifestyles changed <p>During the depression many people were sad. Families didn't have enough food so sometimes they broke up to find work. Work was hard to find because business couldn't sell their products so they shut down. Farmers couldn't grow crops because the soil was dry and cracked. There was nothing to stop the soil from blowing away. The depression was a sad time for people.</p> |

Continued

Continued

| Mark | Commentary |
|-----------------|---|
| 3 _{×2} | <p>Content</p> <p><i>The student</i></p> <ul style="list-style-type: none"> • <i>demonstrates thorough understanding of the task:</i> <ul style="list-style-type: none"> – introduces and concludes the responses with a summary statement describing how people felt at that time: “During the depression many people were sad.” – provides a well-reasoned and accurate explanation that is comprehensive because it relates to families, work (business), and farming • <i>uses Social Studies concepts that are appropriate and accurate:</i> <ul style="list-style-type: none"> – demonstrates a clear and accurate understanding of lifestyle during the Depression by describing a variety of hardships that people faced: “Families didn’t have enough food,” “Work was hard to find,” “Farmers couldn’t grow crops” – demonstrates a clear understanding of change during the Depression and the resulting effects on people’s lives; e.g., “Work was hard to find because business couldn’t sell their products so they shut down,” “Families didn’t have enough food so sometimes they broke up to find work” – describes the relationship between environmental conditions and human activity: “Farmers couldn’t grow crops because the soil was dry and cracked. There was nothing to stop the soil from blowing away” • <i>provides supporting details that are relevant and accurate:</i> <ul style="list-style-type: none"> – uses specific details that clearly and comprehensively describe life in the Depression—not enough food, hard to find work, businesses shut down because they couldn’t sell their products, the soil was blowing away |
| 3 _{×1} | <p>Communication</p> <p><i>The student</i></p> <ul style="list-style-type: none"> • <i>organizes ideas clearly and effectively:</i> <ul style="list-style-type: none"> – writes a well-organized paragraph, with a strong opening and concluding statement – maintains the reader’s interest with a variety of examples and varied sentences • <i>demonstrates proficient control of conventions and structures; errors, if present, do not impede understanding:</i> <ul style="list-style-type: none"> – writes an essentially error-free response with correct capitalization, punctuation, and spelling |

| <i>Points</i> | <i>Descriptors</i> |
|---------------|--|
| 2 | Content <i>The student</i> <ul style="list-style-type: none"> • demonstrates adequate understanding of the task • uses Social Studies concepts that are appropriate, but may contain minor errors • provides supporting details that are relevant, but may contain minor errors |
| 2 | Communication <i>The student</i> <ul style="list-style-type: none"> • organizes ideas adequately • demonstrates competent control of conventions and structures; errors may occasionally impede understanding |

| <i>Student Response</i> |
|--|
| <p>In paragraph form, describe</p> <ul style="list-style-type: none"> • how people lived at that time • how and why peoples' lifestyles changed <p>The immigrants that came to Alberta had to go through changes, there countries were getting to full, The government wanted the railway to connect the north to the west, The people had to learn a new language, They had to travel by red river cart, There children had to walk or horseback.</p> |

Continued

Continued

| Mark | Commentary |
|------------------------------|---|
| <p>2_{×2}</p> | <p>Content</p> <p><i>The student</i></p> <ul style="list-style-type: none"> • <i>demonstrates adequate understanding of the task:</i> <ul style="list-style-type: none"> – makes an opening statement that focuses on the required purpose of the writing: “The immigrants that came to Alberta had to go threw changes” – provides some explanation to support the opening statement (e.g., the people had to learn a new language), but the writing is not clear and explicitly focused on how people lived at that time, or on change • <i>uses Social Studies concepts that are appropriate, but may contain minor errors:</i> <ul style="list-style-type: none"> – demonstrates general understanding of the lifestyle of immigrants as they arrived in Canada, but no specific group of immigrants is identified. General statements on the way immigrants travelled, such as “they had to travel by red river cart. There children had to walk or horseback,” are made – explains, in an oversimplified statement, why immigrants came to Canada—“there countrys were getting to full” – describes only one specific change that affected the immigrants: “The people had to learn a new langedge,” and, in this, incorrectly assumes that all immigrants were non-English speaking – recognizes the railway as a factor in immigration, but includes a major error in direction: “The goverment wanted the railway to conect the north to the west” • <i>provides supporting details that are relevant, but may contain minor errors:</i> <ul style="list-style-type: none"> – provides some appropriate details; e.g., “red river cart,” “walk or horseback,” “learn a new langedge,” but does not connect these explicitly to lifestyle or change – uses details that focus mainly on transportation |
| <p>2_{×1}</p> | <p>Communication</p> <p><i>The student</i></p> <ul style="list-style-type: none"> • <i>organizes ideas adequately:</i> <ul style="list-style-type: none"> – writes a paragraph with a relevant opening but gives few details and lacks a conclusion – uses ideas that relate to the topic, but the writing loses effectiveness because it is not cohesive. The writing moves from the railway to language to Red River carts • <i>demonstrates competent control of conventions; errors may occasionally impede understanding:</i> <ul style="list-style-type: none"> – uses complete sentences, but ends them with a comma so they appear to run on – makes errors in spelling (“threw,” “there countrys where [were],” “conect,” “goverment”) that have little effect on the clarity of the writing. |

| Points | Descriptors |
|---------------|---|
| 1 | Content <i>The student</i> <ul style="list-style-type: none"> • demonstrates limited understanding of the task • uses Social Studies concepts that are limited, inappropriate, or inaccurate • provides supporting details that are irrelevant, vague, or may contain major errors |
| 1 | Communication <i>The student</i> <ul style="list-style-type: none"> • organizes ideas poorly • demonstrates little control of conventions and structures; errors impede understanding |

| <i>Student Response</i> |
|--|
| <p>In paragraph form, describe</p> <ul style="list-style-type: none"> • how people lived at that time • how and why peoples' lifestyles changed <p>grasshoppers distroed the land by eating stuff in homes and sand covered special stuff that they needed and thats why they call it the dirty thirteys</p> |

Continued

Continued

| Mark | Commentary |
|-----------------------|--|
| 1_{×2} | <p>Content</p> <p><i>The student</i></p> <ul style="list-style-type: none"> • <i>demonstrates limited understanding of the task:</i> <ul style="list-style-type: none"> – makes general statements that do not clearly identify the chosen case study, except by implication—“thats why they call it the dirtey thirteys” • <i>uses Social Studies concepts that are limited, inappropriate, or inaccurate:</i> <ul style="list-style-type: none"> – demonstrates minimal understanding of lifestyle and change by failing to describe how people lived during the Depression or the effects of change on their lives – reaches a conclusion, “thats why they call it the dirtey thirteys,” that is not based on relevant and accurate information—“grasshoppers . . . [ate] stuff in homes and sand covered special stuff” • <i>provides supporting details that are irrelevant, vague, or may contain major errors:</i> <ul style="list-style-type: none"> – provides limited details that are vague and inaccurate: “grasshoppers distroed the land by eating stuff in homes” – does not connect details to the topic |
| 1_{×1} | <p>Communication</p> <p><i>The student</i></p> <ul style="list-style-type: none"> • <i>organizes ideas poorly:</i> <ul style="list-style-type: none"> – writes one run-on sentence, with no introduction or conclusion, which does not identify the topic • <i>demonstrates little control of conventions and structures; errors impede understanding:</i> <ul style="list-style-type: none"> – makes errors in capitalization (grasshoppers) and spelling (distroed, dirtey thirteys), and includes no punctuation. This reduces the clarity of the writing. |

Performance Assessment

- ***Part A: Activity 3 — The Pulp and Paper Mill***
- ***Part B: Activity 1 — The Changing Use of Land***
- ***Part C: Activity 3 — Comparing Alberta and Quebec (Similarities)***
- ***Part C: Activity 3 — Comparing Alberta and Quebec (Differences)***

Part A: Activity 3—The Pulp and Paper Mill

Student Task

Complete the decision tree, using the information on page 6 as well as your own knowledge.

Should the pulp and paper mill be built?

- Give reasons from the town meeting why the mill **should** be built.
- Give reasons from the town meeting why the mill **should not** be built.

My own decision

- Explain your decision.

Scoring Criteria

3 point scale $\times 2 = 6$ marks

| Points | Descriptors |
|----------|---|
| 3 | <i>The student</i> <ul style="list-style-type: none"> • organizes information clearly and thoughtfully • makes a decision, supported by a relevant and thoughtful explanation |
| 2 | <i>The student</i> <ul style="list-style-type: none"> • organizes information adequately • makes a decision, supported by a relevant explanation |
| 1 | <i>The student</i> <ul style="list-style-type: none"> • organizes information in a limited way • may make a decision, supported by an irrelevant or vague explanation |
| 0 | Insufficient or blank |

Total Marks possible: 6

| Points | Descriptors |
|--------|--|
| 3 | <p><i>The student</i></p> <ul style="list-style-type: none"> organizes information clearly and thoughtfully makes a decision, supported by a relevant and thoughtful explanation |

Student Response

Complete the decision tree, using the information on page 6 as well as your own knowledge.

Should the pulp and paper mill be built?

Give reasons from the town meeting why the mill **should** be built.

I think it should be built because it will provide paper for working and drawing on or to make different kinds of things.

Give reasons from the town meeting why the mill **should not** be built.

I think it should not be built because the trucks will go by with lumber and make lots of noise and pollute the air and get real sick and die.

Now make a decision for yourself.

My decision

(Put a checkmark next to your choice.)



I think the pulp and paper mill should be built.



I think the pulp and paper mill should not be built.

Explain your decision:

I think it should be built because it will make news paper so people can read it and now what's going on in the world and see the weather and all of the news comes.

Continued

Continued

| Mark | Commentary |
|-----------------------|---|
| 3_{×2} | <p><i>The student</i></p> <ul style="list-style-type: none">• <i>organizes information clearly and thoughtfully:</i><ul style="list-style-type: none">– categorizes information, from the opinions expressed at the town meeting, on the decision tree– provides additional details to extend and strengthen the reasons from the town meeting. Paper is useful for “working and drawing on [and making] diffrente kinds of things.” Trucks “paloot the air and [people] get real sick and die.” Spelling errors do not impede understanding.• <i>makes a decision, supported by a relevant and thoughtful explanation:</i><ul style="list-style-type: none">– makes a personal decision that the pulp and paper mill should be built– gives a relevant explanation for the decision that is a personal perspective, not a repetition of opinions at the town meeting. The mill “will make news paper”– uses prior knowledge to explain the purpose and value of newspapers: “so people can read it and now whats going on in the world and see the weather”– adds a personal note about newspapers: “all of the neet comects”Spelling errors do not impede understanding. |

| Points | Descriptors |
|--------|---|
| 2 | <p><i>The student</i></p> <ul style="list-style-type: none"> organizes information adequately makes a decision, supported by a relevant explanation |

Student Response

Complete the decision tree, using the information on page 6 as well as your own knowledge.

Should the pulp and paper mill be built?

Give reasons from the town meeting why the mill **should** be built.

because the mill gives us paper, boxes, bags and more, we can build more stores for people.

Give reasons from the town meeting why the mill **should not** be built.

It can ruin animals habitat and the air will start to have a bad smell.

Now make a decision for yourself.

My decision

(Put a checkmark next to your choice.)



I think the pulp and paper mill **should** be built.



I think the pulp and paper mill **should not** be built.

Explain your decision:

There will be more jobs for more people and new roads and bridges will be built

Continued

Continued

| Mark | Commentary |
|------------------------------|--|
| <p>2_{x2}</p> | <p><i>The student</i></p> <ul style="list-style-type: none"> • <i>organizes information adequately:</i> <ul style="list-style-type: none"> – categorizes information, from the opinions expressed at the town meeting, on the decision tree – paraphrases information from the opinions expressed at the town meeting. Spelling errors do not impede understanding. • <i>makes a decision, supported by a relevant explanation:</i> <ul style="list-style-type: none"> – makes a personal decision that the pulp and paper mill should be built – gives a relevant explanation for the decision that is taken directly from the opinions expressed in the Student Booklet: “more jobs” and “new roads and bridges” |

| Points | Descriptors |
|--------|--|
| 1 | <p><i>The student</i></p> <ul style="list-style-type: none"> organizes information in a limited way may make a decision, supported by an irrelevant or vague explanation |

Student Response

Complete the decision tree, using the information on page 6 as well as your own knowledge.

Should the pulp and paper mill be built?

Give reasons from the town meeting why the mill should be built.

The mill will bring new jobs.

Give reasons from the town meeting why the mill should not be built.

new road would have to be built

Now make a decision for yourself.

My decision

(Put a checkmark next to your choice.)



I think the pulp and paper mill should be built.

I think the pulp and paper mill should not be built.

Explain your decision:

it would not make good people cause they would be lousy.

Continued

Continued

| Mark | Commentary |
|-----------------------|---|
| 1_{×2} | <p><i>The student</i></p> <ul style="list-style-type: none">• <i>organizes information in a limited way:</i><ul style="list-style-type: none">– selects one reason for building the mill from the opinions expressed at the town meeting: “new jobs”– selects as a reason for not building the mill an opinion expressed at the town meeting in support of building the mill• <i>may make a decision, supported by an irrelevant or vague explanation:</i><ul style="list-style-type: none">– makes a personal decision that the mill should not be built– gives an unclear explanation that does not support the decision |

Part B: Activity 1—The Changing Use of Land

Student Task

Use the information from the landscape pictures in your Resource Booklet, your chart on page 8, and what you have learned to answer the following question.

1. Describe **how** the **use of land** in the Roseville area has **changed** from the past to the present.

Scoring Criteria for Content

3 point scale $\times 2 = 6$ marks

| Points | Descriptors |
|--------|---|
| 3 | <p><i>The student</i></p> <ul style="list-style-type: none"> • demonstrates thorough understanding of the task • uses Social Studies concepts that are appropriate and focused • provides supporting details that are relevant and comprehensive |
| 2 | <p><i>The student</i></p> <ul style="list-style-type: none"> • demonstrates adequate understanding of the task • uses Social Studies concepts that are appropriate • provides supporting details that are relevant |
| 1 | <p><i>The student</i></p> <ul style="list-style-type: none"> • demonstrates limited understanding of the task • uses Social Studies concepts that are limited or inappropriate • provides supporting details that are irrelevant or vague |
| 0 | Insufficient or blank |

Scoring Criteria for Communication*3 point scale × 1 = 3 marks*

| Points | Descriptors |
|---------------|---|
| 3 | <i>The student</i> <ul style="list-style-type: none">• organizes ideas clearly and effectively• demonstrates proficient control of conventions and structures; errors, if present, do not impede understanding |
| 2 | <i>The student</i> <ul style="list-style-type: none">• organizes ideas adequately• demonstrates competent control of conventions and structures; errors may occasionally impede understanding |
| 1 | <i>The student</i> <ul style="list-style-type: none">• organizes ideas poorly• demonstrates little control of conventions and structures; errors impede understanding |
| 0 | Insufficient or blank |

Calculating Marks for Activity 1:

Marks for Content
6Marks for Communication
3**Total Marks**
9

| Points | Descriptors |
|---------------|--|
| 3 | Content <i>The student</i> <ul style="list-style-type: none"> • demonstrates thorough understanding of the task • uses Social Studies concepts that are appropriate and focused • provides supporting details that are relevant and comprehensive |
| 3 | Communication <i>The student</i> <ul style="list-style-type: none"> • organizes ideas clearly and effectively • demonstrates proficient control of conventions and structures; errors, if present, do not impede understanding |

| <i>Student Response</i> |
|--|
| <p>1. Describe how the use of land in the Roseville area has changed from the past to the present.</p> <p>In Marie Dumas's time they lived with water, so they didn't use much land. In Daniel Martin's time, they cut down some trees, they built a house, bridge, well, a shed, and some more buildings. In Oliver Martin's time built a new bridge, train tracks, more buildings, grange, and a wind mill. In Robert Martin's time they cut down lots of trees, they built more buildings and more to their home, made a road.</p> |

Continued

Continued

| Mark | Commentary |
|------------------------------|---|
| <p>3_{×2}</p> | <p>Content</p> <p><i>The student</i></p> <ul style="list-style-type: none"> • <i>demonstrates thorough understanding of the task:</i> <ul style="list-style-type: none"> – follows the chronological order of the landscape pictures to illustrate change in the use of land from past to present – describes one relationship between the environment and human activity: “they lived with nater so they didn’t use much land” • <i>uses Social Studies concepts that are appropriate and focused:</i> <ul style="list-style-type: none"> – demonstrates understanding of how people modify the environment to meet their needs by identifying the increasing change from a natural environment to a human-made environment, using phrases such as “The cut down some trees,” “they cut down lots of trees,” “they built a house,” “they built more buildings and more to there home” • <i>provides supporting details that are relevant and comprehensive:</i> <ul style="list-style-type: none"> – clearly and accurately identifies a variety of specific features in each landscape picture; e.g., “house, bridge, well, a shead” “train tracks . . . gradge and a wind mill” – uses relevant details to describe specific changes to the landscapes: “they didn’t use much land,” “they built a house, bridge, well, a shead” – uses details that show evidence of comparison of the landscape features from picture to picture “built a new bridge,” “more to there home” |
| <p>3_{×1}</p> | <p>Communication</p> <p><i>The student</i></p> <ul style="list-style-type: none"> • <i>organizes ideas clearly and effectively:</i> <ul style="list-style-type: none"> – organizes writing in chronological order, with each sentence clearly and correctly identified with the names of different members of the Martin family – uses parallel structure to organize each sentence, starting with “In Marie Dumas’s time,” “In Daniel Martin’s time,” and then describing the human activity and the buildings in each picture • <i>demonstrates proficient control of conventions and structures; errors, if present, do not impede understanding:</i> <ul style="list-style-type: none"> – writes in complete sentences, with correct capitalization and punctuation – makes spelling errors, such as “nater,” “the [they],” “shead,” “gradge,” “there [their],” that do not impede understanding |

| Points | Descriptors |
|---------------|--|
| 2 | Content <i>The student</i> <ul style="list-style-type: none"> • demonstrates adequate understanding of the task • uses Social Studies concepts that are appropriate • provides supporting details that are relevant |
| 2 | Communication <i>The student</i> <ul style="list-style-type: none"> • organizes ideas adequately • demonstrates competent control of conventions and structures; errors may occasionally impede understanding |

| <i>Student Response</i> |
|---|
| <p>1. Describe how the use of land in the Roseville area has changed from the past to the present.</p> <p><i>The land was used in 1880 to canoe on rivers, build tipi's on lands and walk paths. In 1910 the land was used for walking on, driving on, building houses on the land and farming in 1940 the land was used for driving on, building stores and railway tracks. Today in Roseville the land is used for make roads, farming and make Churches etc.</i></p> |

Continued

Continued

| Mark | Commentary |
|-----------------|---|
| 2 _{x2} | <p>Content</p> <p><i>The student</i></p> <ul style="list-style-type: none"> • <i>demonstrates adequate understanding of the task:</i> <ul style="list-style-type: none"> – follows the chronological order of the landscape pictures to describe how the land was used over time: “In 1910 the land was used for walking on, driving on,” “In 1940 the land was used for driving on, building stores” – describes each picture discretely, but does not link them together • <i>uses Social Studies concepts that are appropriate:</i> <ul style="list-style-type: none"> – implies, but does not explain, change in land use by describing each picture discretely; e.g., “in 1880 to canoe on rivers, build tipis,” “[Today] make roads, farming and make churches.” Comparative language, such as more, less, new, some, lots, is not used – focuses on the use of land, but does not describe human activity or link land use to it • <i>provides supporting details that are relevant:</i> <ul style="list-style-type: none"> – lists specific details on land use from each landscape picture that are either human activities, such as “to canoe on rivers,” “walking on,” “driving on,” or constructions, such as “tipis,” “stores and railway tracks” – does not provide details that describe specific changes to the land over time – does not select details that would show a comparison in land use from picture to picture |
| 2 _{x1} | <p>Communication</p> <p><i>The student</i></p> <ul style="list-style-type: none"> • <i>organizes ideas adequately:</i> <ul style="list-style-type: none"> – organizes writing in chronological order, with each sentence relating to and identified with the date of a landscape picture – uses a similar structure to organize each sentence that includes the appropriate date and the phrase: “the land was used for . . .” – uses the passive voice, “the land was used for,” rather than showing the active role played by people • <i>demonstrates competent control of conventions and structures; errors may occasionally impede understanding:</i> <ul style="list-style-type: none"> – writes two complete sentences, with correct capitalization and punctuation – uses one run-on sentence—“In 1910 the land was used for . . . houses on the land and farming in 1940 the land was used for” – uses some awkward phrasing—“build tipi’s on land and walk paths,” and an incorrect preposition in the phrase—“Today . . . the land is used for make roads.” These errors reduce the clarity of the writing slightly. – appropriately changes tense from “was,” describing land use in the past, to “is,” describing land use in Roseville today |

| <i>Points</i> | <i>Descriptors</i> |
|---------------|---|
| 1 | Content <i>The student</i> <ul style="list-style-type: none"> • demonstrates limited understanding of the task • uses Social Studies concepts that are limited or inappropriate • provides supporting details that are irrelevant or vague |
| 1 | Communication <i>The student</i> <ul style="list-style-type: none"> • organizes ideas poorly • demonstrates little control of conventions and structures; errors impede understanding |

| <i>Student Response</i> |
|---|
| <p>1. Describe how the use of land in the Roseville area has changed from the past to the present.</p> <p>They cut down a lot of trees to make a city.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |

Continued

Continued

| Mark | Commentary |
|-----------------------|---|
| 1_{×2} | <p>Content</p> <p><i>The student</i></p> <ul style="list-style-type: none"> • <i>demonstrates limited understanding of the task:</i> <ul style="list-style-type: none"> – makes one general statement about land use, but does not relate it specifically to any of the landscape pictures – makes no reference to the different pictures or their chronological order • <i>uses Social Studies concepts that are limited or inappropriate:</i> <ul style="list-style-type: none"> – describes the concept of land use with one vague example that is not an accurate reflection of the Roseville landscapes. The picture of Roseville Today shows a rural setting, with a small town – makes a limited connection between human activity and the use of resources—“cut down a lot of trees to make a city” – does not demonstrate understanding of change • <i>provides supporting details that are irrelevant or vague:</i> <ul style="list-style-type: none"> – is unclear as to whom “they” refers |
| 1_{×1} | <p>Communication</p> <p><i>The student</i></p> <ul style="list-style-type: none"> • <i>organizes ideas poorly:</i> <ul style="list-style-type: none"> – writes one overgeneralized sentence that does not identify the time period, the people involved, or the changes to the land |

Part C: Activity 3—Comparing Alberta and Quebec (Similarities and Differences)

Student Task

1. Describe **similarities** in the way people in both Alberta and Quebec live.
2. Describe **differences** in the way people live in Alberta only and Quebec only.

Note : Questions C3–1 (Similarities) and C3–2 (Differences) are scored for **Content** and **Communication**. Use the following scoring criteria for **each** activity.

Scoring Criteria for Content

3 point scale × 2 = 6 marks

| <i>Points</i> | <i>Descriptors</i> |
|---------------|---|
| 3 | <i>The student</i> <ul style="list-style-type: none"> • demonstrates thorough understanding of the task • uses Social Studies concepts that are appropriate and accurate • provides supporting details that are relevant and accurate |
| 2 | <i>The student</i> <ul style="list-style-type: none"> • demonstrates adequate understanding of the task • uses Social Studies concepts that are appropriate, but may contain minor errors • provides supporting details that are relevant, but may contain minor errors |
| 1 | <i>The student</i> <ul style="list-style-type: none"> • demonstrates limited understanding of the task • uses Social Studies concepts that are limited, inappropriate, or inaccurate • provides supporting details that are irrelevant, vague, or may contain major errors |
| 0 | Insufficient or blank |

Scoring Criteria for Communication

3 point scale × 1 = 3 marks

| Points | Descriptors |
|---------------|--|
| 3 | <i>The student</i> <ul style="list-style-type: none"> organizes ideas clearly and effectively demonstrates proficient control of conventions and structures; errors, if present, do not impede understanding |
| 2 | <i>The student</i> <ul style="list-style-type: none"> organizes ideas adequately demonstrates competent control of conventions and structures; errors may occasionally impede understanding |
| 1 | <i>The student</i> <ul style="list-style-type: none"> organizes ideas poorly demonstrates little control of conventions and structures; errors impede understanding |
| 0 | Insufficient or blank |

Total *points* possible for Activity C3: 18

C3-1 6 *points* for Content
 3 *points* for Communication

C3-2 6 *points* for Content
 3 *points* for Communication

- Convert the *points* to **marks** using the following scale:

| <i>Points</i> | Marks |
|---------------|--------------|
| 17–18 | 9 |
| 15–16 | 8 |
| 13–14 | 7 |
| 11–12 | 6 |
| 9–10 | 5 |

| <i>Points</i> | Marks |
|---------------|--------------|
| 7–8 | 4 |
| 5–6 | 3 |
| 3–4 | 2 |
| 1–2 | 1 |
| 0 | 0 |

Total marks possible for Activity C3: 9

Comparing Alberta and Quebec (Similarities)

| Points | Descriptors |
|--------|--|
| 3 | Content <i>The student</i> <ul style="list-style-type: none"> • demonstrates thorough understanding of the task • uses Social Studies concepts that are appropriate and accurate • provides supporting details that are relevant and accurate |
| 3 | Communication <i>The student</i> <ul style="list-style-type: none"> • organizes ideas clearly and effectively • demonstrates proficient control of conventions and structures; errors, if present, do not impede understanding |

Student Response

1. Describe **similarities** in the way people in both Alberta and Quebec live.

Alberta and Quebec are pretty much the same. For food they both have pizza, pop, fries, burgers, pasta, chips bread, fruit, and vegetables. For celebrations they both have: Christmas, Canada Day, Halloween, birthdays, festivals, Anniversaries, Easter and Valentines Days. Their Languages are the same. They both have french and English. Their leisure activities are the same by: skiing, swimming, soccer, hockey, picnics, camping hiking and baseball. They sure are quite the same.

Continued

| Mark | Commentary |
|------------------------------|---|
| <p>3_{×2}</p> | <p>Content</p> <p><i>The student</i></p> <ul style="list-style-type: none"> • <i>demonstrates thorough understanding of the task:</i> <ul style="list-style-type: none"> – shows careful attention to the question with a purposeful introduction and conclusion: “Alberta and Quebec are pretty much the same,” “They sure are quite the same” – maintains the focus explicitly on similarities throughout the writing with phrases like “They both have,” “are the same” • <i>uses Social Studies concepts that are appropriate and accurate:</i> <ul style="list-style-type: none"> – demonstrates a clear understanding of similarities by using a variety of relevant examples, categorized as food, celebrations, languages, leisure activities – shows awareness of bilingualism with the statement that Quebec and Alberta “both have french and English” • <i>provides supporting details that are relevant and accurate:</i> <ul style="list-style-type: none"> – uses specific details that clearly and extensively support each of the examples, such as food (pizza, pop, fries, etc.) |
| <p>3_{×1}</p> | <p>Communication</p> <p><i>The student</i></p> <ul style="list-style-type: none"> • <i>organizes ideas clearly and effectively:</i> <ul style="list-style-type: none"> – writes a well-organized paragraph, with an introduction and conclusion, that focuses on the required purpose of the writing – maintains the reader’s interest by varying the presentation of ideas; e.g., “For food they both have,” “Their leisure activevities are the same by” – adds a personal note in the conclusion by using “sure are,” indicating that the student reflected that the writing did fully describe similarities • <i>demonstrates proficient control of conventions and structures; errors, if present, do not impede understanding:</i> <ul style="list-style-type: none"> – writes in complete sentences with a few inconsistencies in punctuation; e.g., “they both have pizza, pop,” “they both have: Christmas, Canada Day” – makes some minor errors in capitalization of words (e.g. Language, french) and spelling (e.g. Aniversaries) that do not impede understanding |

| <i>Points</i> | <i>Descriptors</i> |
|---------------|--|
| 2 | Content <i>The student</i> <ul style="list-style-type: none"> • demonstrates adequate understanding of the task • uses Social Studies concepts that are appropriate, but may contain minor errors • provides supporting details that are relevant, but may contain minor errors |
| 2 | Communication <i>The student</i> <ul style="list-style-type: none"> • organizes ideas adequately • demonstrates competent control of conventions and structures; errors may occasionally impede understanding |

| Student Response |
|--|
| <p>1. Describe similarities in the way people in both Alberta and Quebec live.</p> <p>There are several similarities in Alberta and Quebec. Take language for example. Most people in Alberta speak English, but some people are bilingual and speak English and French. Same in Quebec. In their spare time, people in both provinces like to play sports.</p> |

Continued

| Mark | Commentary |
|------------------------------|--|
| <p>2_{×2}</p> | <p>Content</p> <p><i>The student</i></p> <ul style="list-style-type: none"> • <i>demonstrates adequate understanding of the task:</i> <ul style="list-style-type: none"> – shows attention to the question with an introductory statement, “There are several similarities in Alberta and Quebec” – maintains the focus on similarities throughout the paragraph • <i>uses Social Studies concepts that are appropriate, but may contain minor errors:</i> <ul style="list-style-type: none"> – demonstrates an understanding of similarities by using two relevant examples—language and sports – explains bilingualism clearly—“some people are bilingual and speak English and French” – clearly states that “Most people in Alberta speak English,” but the short statement “Same in Quebec” is misleading, because it is not made clear that most people in Quebec speak French, rather than English • <i>provides supporting details that are relevant, but may contain minor errors:</i> <ul style="list-style-type: none"> – uses specific details about bilingualism that support the example of language, but does not provide any details about sports |
| <p>2_{×1}</p> | <p>Communication</p> <p><i>The student</i></p> <ul style="list-style-type: none"> • <i>organizes ideas adequately:</i> <ul style="list-style-type: none"> – writes a paragraph with an opening statement, but lacks a conclusion – develops ideas about language in detail, but the last sentence about sports appears to be added on • <i>demonstrates competent control of conventions and structures; errors may occasionally impede understanding:</i> <ul style="list-style-type: none"> – uses incomplete sentences that are conversational in tone: “Take language for example,” “Same in Quebec.” – uses correct capitalization and punctuation, but has one spelling error (similarities) |

| <i>Points</i> | Descriptors |
|---------------|---|
| 1 | Content <i>The student</i> <ul style="list-style-type: none"> • demonstrates limited understanding of the task • uses Social Studies concepts that are limited, inappropriate, or inaccurate • provides supporting details that are irrelevant, vague, or may contain major errors |
| 1 | Communication <i>The student</i> <ul style="list-style-type: none"> • organizes ideas poorly • demonstrates little control of conventions and structures; errors impede understanding |

| <i>Student Response</i> |
|---|
| <p>1. Describe similarities in the way people in both Alberta and Quebec live.</p> <p>Quebec is similar to Alberta because we do the same Leisure Activities for insnis swimming Siking Acsetna.</p> |
| |
| |
| |
| |
| |
| |
| |
| |

Continued

| Mark | Commentary |
|-----------------------|---|
| 1_{×2} | <p>Content</p> <p><i>The student</i></p> <ul style="list-style-type: none"> • <i>demonstrates limited understanding of the task:</i> <ul style="list-style-type: none"> – shows attention to the question with an introductory phrase, “Quebec is similar to Alberta,” but follows up with only one very brief statement • <i>uses Social Studies concepts that are limited, inappropriate, or inaccurate:</i> <ul style="list-style-type: none"> – demonstrates limited understanding of similarities by only using one example—leisure activities • <i>provides supporting details that are irrelevant, vague, or may contain major errors:</i> <ul style="list-style-type: none"> – provides limited support for the example of leisure activities: “for insnis swimming siking”[skiing] |
| 1_{×1} | <p>Communication</p> <p><i>The student</i></p> <ul style="list-style-type: none"> • <i>organizes ideas poorly:</i> <ul style="list-style-type: none"> – writes one run-on sentence • <i>demonstrates little control of conventions and structures; errors impede understanding:</i> <ul style="list-style-type: none"> – makes errors in spelling (“insnis,” “siking,” “Acscetra”) and capitalization (Leisure, Activities) that make understanding difficult |

Comparing Alberta and Quebec (Differences)

| Points | Descriptors |
|--------|--|
| 3 | Content <i>The student</i> <ul style="list-style-type: none"> demonstrates thorough understanding of the task uses Social Studies concepts that are appropriate and accurate provides supporting details that are relevant and accurate |
| 3 | Communication <i>The student</i> <ul style="list-style-type: none"> organizes ideas clearly and effectively demonstrates proficient control of conventions and structures; errors, if present, do not impede understanding |

Student Response

2. Describe **differences** in the way people live in Alberta only and Quebec only.

Some differences are the language and Quebec is older than Alberta. They mine for gold and iron ore we mine for coal and oil. They get most of there electricity from Hydro electric plants and we get mos of our electricity from coal. Also they use locks for the boats and they have a mager river its the St. Lawrence River. Quebec had a war Alberta didn't and Quebec has only one hockey team Alberta has two. Quebec has a baseball stadium and a basecball team Alberta dosen't.

Continued

Continued

| Mark | Commentary |
|------------------------------|--|
| <p>3_{×2}</p> | <p>Content</p> <p><i>The student</i></p> <ul style="list-style-type: none"> • <i>demonstrates thorough understanding of the task:</i> <ul style="list-style-type: none"> – maintains the focus on differences throughout the response by using parallel statements about Alberta and Quebec: “They mine for gold and iron ore we mine for coal and oil” and “Quebec had a war Alberta didn’t.” • <i>uses Social Studies concepts that are appropriate and accurate:</i> <ul style="list-style-type: none"> – demonstrates a clear understanding of differences by using a wide variety of relevant examples related to language, history, resources, geography, and sports – uses Social Studies vocabulary such as “Hydro electric plants,” “locks for the boats” • <i>provides supporting details that are relevant and accurate:</i> <ul style="list-style-type: none"> – uses specific and comprehensive details that clearly support most of the examples and demonstrate in-depth understanding: “they get most of there electricity from Hydro electric plants and we get most of our electricity from coal,” “they have a mager river its the St. Lawrence River,” “Quebec has only one hockey team Alberta has two” – makes some statements that are not developed: “Quebec had a war Alberta didn’t,” “Some diffrences are the language.” This leaves the reader to infer the specific details |
| <p>3_{×1}</p> | <p>Communication</p> <p><i>The student</i></p> <ul style="list-style-type: none"> • <i>organizes ideas clearly and effectively:</i> <ul style="list-style-type: none"> – writes a well-organized paragraph that focuses clearly on the required purpose of the task. The lack of introductory and concluding statements does not deter from the effectiveness of the writing. – uses varied sentences to organize information: “Some diffrences are . . . ,” “They mine . . . we mine . . . ,” “Quebec had . . . Alberta didn’t” • <i>demonstrates proficient control of conventions and structures; errors, if present, do not impede understanding:</i> <ul style="list-style-type: none"> – starts the response with complete sentences, but does have some run-on sentences and punctuation errors (e.g., “Also they use locks for the boats and they have a mager river its the St. Lawrence River”) – refers fairly consistently to Quebec as “they” and Alberta as “we.” – makes some minor spelling errors “diffrences,” “mager,” that do not reduce the clarity of the writing |

| Points | Descriptors |
|---------------|--|
| 2 | Content <i>The student</i> <ul style="list-style-type: none"> • demonstrates adequate understanding of the task • uses Social Studies concepts that are appropriate, but may contain minor errors • provides supporting details that are relevant, but may contain minor errors |
| 2 | Communication <i>The student</i> <ul style="list-style-type: none"> • organizes ideas adequately • demonstrates competent control of conventions and structures; errors may occasionally impede understanding |

| <i>Student Response</i> |
|--|
| <p>2. Describe differences in the way people live in Alberta only and Quebec only.</p> <p><u>The differences between</u> <u>Alberta and Qubec are; In Alberta</u> <u>we all have meat and grain farming</u> <u>on our farms and they have diary</u> <u>farms, we have less rivers and</u> <u>they have maney, we have</u> <u>young buildings and they have</u> <u>old buildings.</u></p> |

Continued

Continued

| Mark | Commentary |
|-----------------------|---|
| 2_{×2} | <p>Content</p> <p><i>The student</i></p> <ul style="list-style-type: none"> • <i>demonstrates adequate understanding of the task:</i> <ul style="list-style-type: none"> – shows attention to the question with an introductory statement “The differences between Alberta and Quebec are” – maintains the focus on differences by using parallel statements, but overgeneralizes in the use of “we” and “they,” instead of Alberta and Quebec • <i>uses Social Studies concepts that are appropriate, but may contain minor errors:</i> <ul style="list-style-type: none"> – demonstrates understanding of differences by using examples related to geography (farming, rivers) and history (buildings) – uses inaccurate terminology to describe historical differences—“young buildings” and “old buildings” • <i>provides supporting details that are relevant, but may contain minor errors:</i> <ul style="list-style-type: none"> – provides specific information on the different kinds of farming in Alberta and Quebec, with minor inaccuracies “we all have meat and grain farming” – makes a vague statement about geography “we have less rivers and they have maney” |
| 2_{×1} | <p>Communication</p> <p><i>The student</i></p> <ul style="list-style-type: none"> • <i>organizes ideas adequately:</i> <ul style="list-style-type: none"> – writes a paragraph with an opening statement “The differences between Alberta and Quebec are,” but gives few details and lacks a conclusion • <i>demonstrates competent control of conventions and structures; errors may occasionally impede understanding:</i> <ul style="list-style-type: none"> – uses one long run-on sentence—“They have diary farms, we have less rivers” – makes minor errors in punctuation (semi-colon, commas) and spelling (btween, Qubec, diary, maney) that do not impede communication |

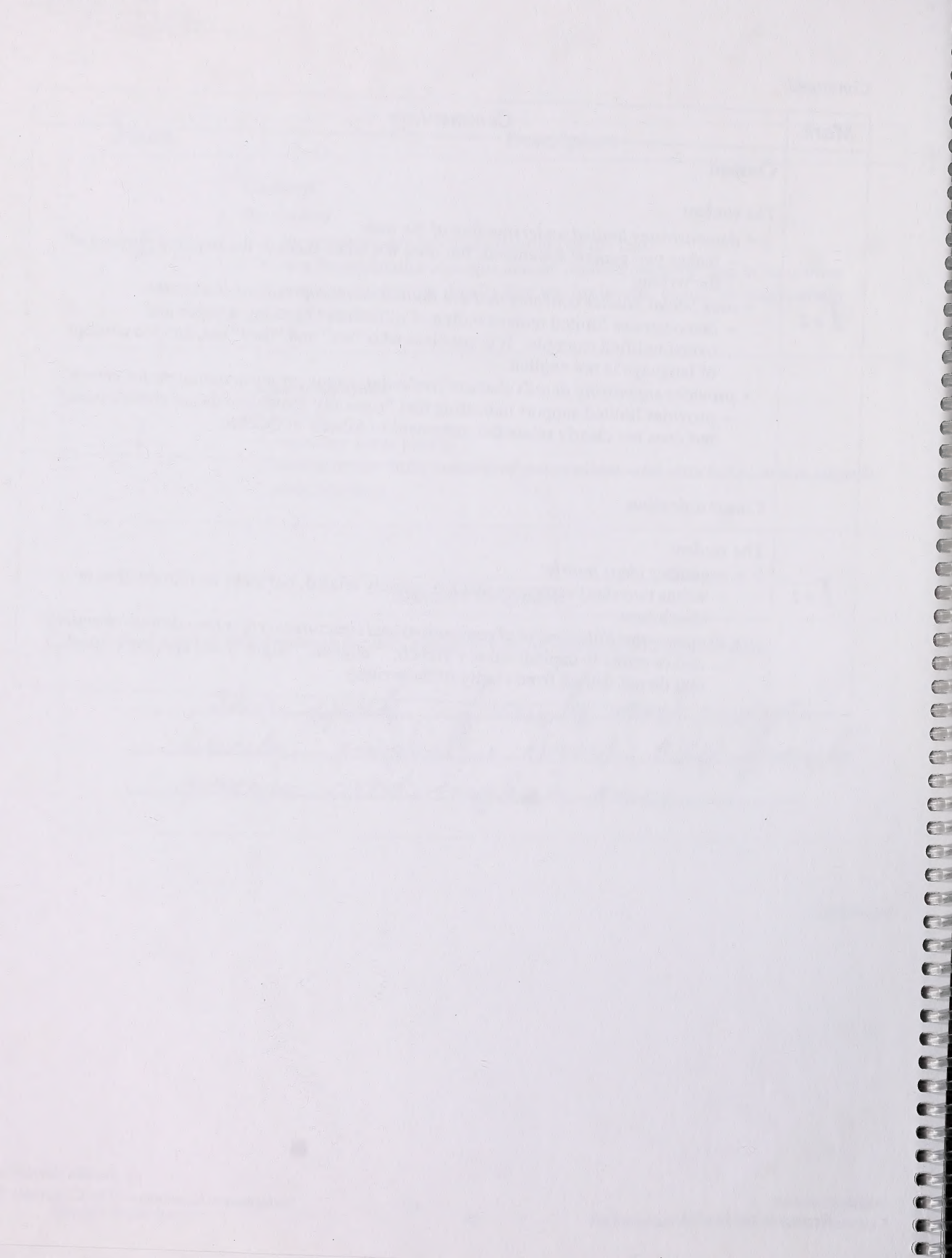
| Points | Descriptors |
|---------------|---|
| 1 | Content <i>The student</i> <ul style="list-style-type: none"> • demonstrates limited understanding of the task • uses Social Studies concepts that are limited, inappropriate, or inaccurate • provides supporting details that are irrelevant, vague, or may contain major errors |
| 1 | Communication <i>The student</i> <ul style="list-style-type: none"> • organizes ideas poorly • demonstrates little control of conventions and structures; errors impede understanding |

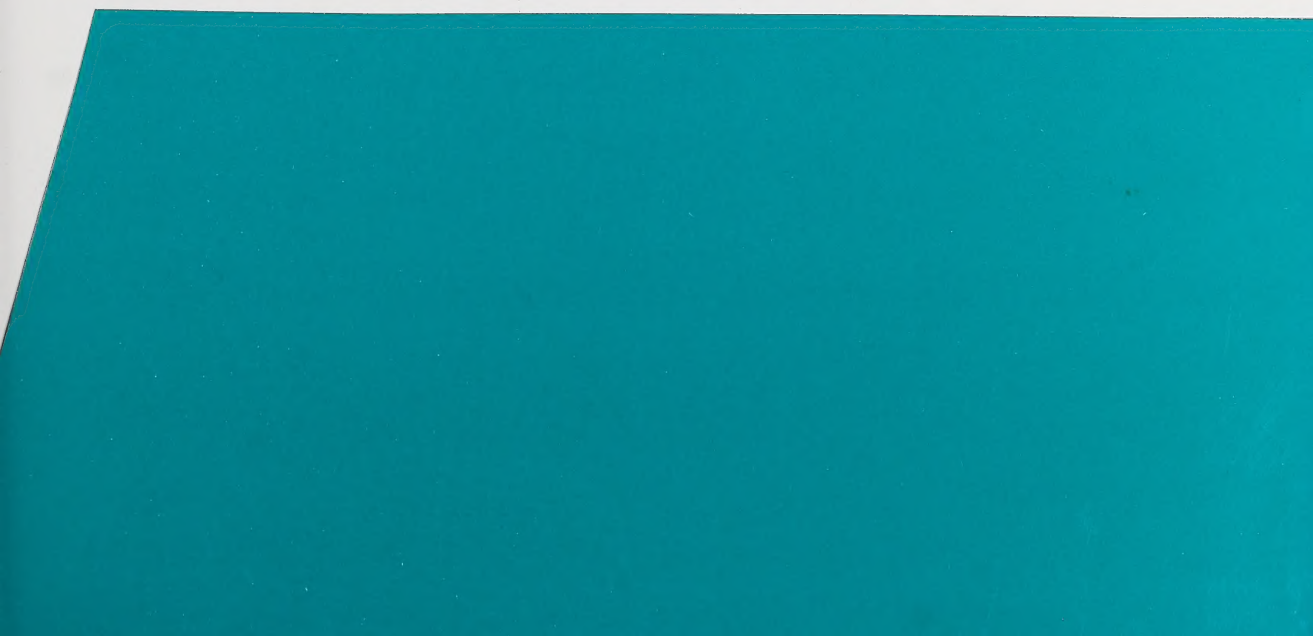
| <i>Student Response</i> |
|---|
| <p>2. Describe differences in the way people live in Alberta only and Quebec only.</p> <p>They speak french and we speak english. signs say french words not english ones.</p> |

Continued


Continued

| Mark | Commentary |
|---------------------|--|
| <p>1 × 2</p> | <p>Content</p> <p><i>The student</i></p> <ul style="list-style-type: none"> • <i>demonstrates limited understanding of the task:</i> <ul style="list-style-type: none"> – makes two general statements, but does not relate them to the required purpose of the writing • <i>uses Social Studies concepts that are limited, inappropriate, or inaccurate:</i> <ul style="list-style-type: none"> – demonstrates limited understanding of differences by using a vague and oversimplified example. It is not clear who “we” and “they” are, and the concept of language is not explicit. • <i>provides supporting details that are irrelevant, vague, or may contain major errors:</i> <ul style="list-style-type: none"> – provides limited support indicating that “signs say french words not english ones,” but does not clearly relate this statement to Alberta or Quebec |
| <p>1 × 1</p> | <p>Communication</p> <p><i>The student</i></p> <ul style="list-style-type: none"> • <i>organizes ideas poorly:</i> <ul style="list-style-type: none"> – writes two short sentences that are vaguely related, but lacks an introduction or conclusion • <i>demonstrates little control of conventions and structures; errors impede understanding:</i> <ul style="list-style-type: none"> – makes errors in capitalization (“french,” “english,” “signs”) and spelling (“speek”) that do not detract from clarity of the writing |





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